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ABSTRACT

This guide presents lesson plans for remedial writing classes for students who have failed the New York Regents Competency or Preliminary Competency Test in Writing. The guide consists of four units that cover: (1) organizing and reporting skills; (2) more advanced report writing skills; (3) persuasion; and (4) the persuasive essay based upon literature. (APM)

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Lesson Plans For the Remedial Writing Class In the High School

A SUPPLEMENT TO **WRITING COMPETENTLY**

EXPERIMENTAL CURRICULUM BULLETIN 0/7

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MAY 2 6 1981

For Ben ~ 1980

To rest beside the galleon's reach,
To lie along the great whale's way;
To see the Dark God's trident gleam
Is destiny beyond a man.

All men return. All men return
To first embrace.
Earth cell constricted, narrow, cribbed -
The spirit struggles free.
Old Ocean's currents swirl and run
Resounding to the heart's deep pulse,
And souls swim free beneath the sun
To rise as lustrous vapor to the sky
Where, star-fixed in the firmament they glow
Eternal in our eyes, our minds, our hearts.

~ Roger Goodman

Bennett Lubell
1926—1980

"Ben occupied a very special position amongst his colleagues. At the close of many meetings, meetings full of heated discussion, Ben would speak and all of the participants would instantly give him their full attention. As he summarized the topic thoughtfully, he clarified the issues for everyone expressing himself as always, with idealism, and yet with practicality.

"Ben has over the years addressed urgent letters to educational leaders in the city and in the state on crucial matters and always with clarity and power. I can remember too, innumerable occasions when he spoke forcefully on essential issues, or humanely on sensitive concerns, or with humor and wit as the occasion when he introduced Pauline Kael. And, when he accepted the New York State English Council Award for Creative Supervision, he spoke with such grace and modesty that we from New York City were proud that he was one of us."

From letter written to Mrs. Esther Lubell
by Anita Wilkes Dore, August 1980.

"Bennett Lubell was always his own man. He earned the respect and affection of his colleagues because of his devotion to his profession, his warmth and human sympathy for students and teachers, his strong sense of morality, sound judgment, courage, independent and original thinking. Generous with his friendship and his talents, he had a breadth of vision that saw beyond problems to achievements.

"Bennett Lubell was Assistant Principal, Supervision English, at Adlai Stevenson High School, a member of the English Standing Committee, Past President of NYCAAPSE. In 1978, the New York State English Council named him English Supervisor of the Year. Ben was for all of us a beloved colleague and friend."

From presentation speech by Helen Ruth Freeman, on behalf of the New York State English Council, on the occasion of Ben Lubell's receipt of the Award for Excellence in Instructional Supervision, 1978.

Lesson Plans For the Remedial Writing Class In the High School

A SUPPLEMENT TO WRITING COMPETENTLY

EXPERIMENTAL CURRICULUM BULLETIN 0/7

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Edith Novod
Assistant to the Director

REVIEW SHEETS FOR MANUAL
LESSON PLANS FOR THE REMEDIAL WRITING CLASS IN THE HIGH SCHOOL

The manual, Lesson Plans for the Remedial Writing Class in the High School, is an experimental edition. In order to revise this experimental edition for final publication, your help is needed.

Please fill in the questionnaire with your reactions based upon your experiences trying out these lessons. (Use extra pages as needed.)

Thank you for your cooperation. Return to Anita Wilkes Dore, 131 Livingston St. Brooklyn, N.Y. 11201.

Indicate Unit No.	Indicate Lesson No.	Useful	Needs Amplification Modification or Clarification (Be Specific)	Not Useful (Give Reasons)
Introduction				

Indicate Unit No.	Indicate Lesson No.	Useful	Needs Amplification Modification or Clarification (Be Specific)	Not Useful (Give Reasons)
Supplementary Materials				

Additional Comments and Suggestions: (If you have any original materials you feel will be appropriate for inclusion please submit them with this form. Credit will be given for anything used.)

9

10

DATE _____ NAME: _____ POSITION: _____ SCHOOL: _____

Contents

Acknowledgments x

Foreword xi

Introduction 1

Unit I
Organizing and Reporting Skills..... 5

Unit II
More On the Report 45

Unit III
Persuasion 63

Unit IV
Persuasive Essay Based Upon
Literature 97

Acknowledgments

Lesson Plans for the Remedial Writing Class in the High School, a supplement to Writing Competently, is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Anita Wilkes Dore, Director of English, Communication Arts Unit, organized and supervised the project.

The principal writers were Bennett Lubell, Assistant Principal, Supervision English, Frederick Goldberg and Francine Scioli, assisted by Annette Moschetta, all of Adlai Stevenson High School.

Our special thanks to Helen Ruth Freeman, Assistant Principal, Washington Irving High School, and Roger Goodman, Assistant Principal, Retired, Stuyvesant High School, for their dedications.

The manual was reviewed and annotated by a committee chaired by Steven H. Feldman, Principal of Hillcrest High School, Richard Elliot, Assistant Principal, Supervision English, East New York Vocational High School, and Michael Sussman, Assistant Principal, Supervision English, New Dorp High School.

Marie Bobetsky of the Curriculum Editorial and Production Unit supervised the typing and production; Regina Denenberg executed the calligraphy of Roger Goodman's poem; Conrad Nunnally designed the cover.

Foreword

Lesson Plans for the Remedial Writing Class in the High School, a supplement to Writing Competently, has been developed in the expectation that it will be of great practical value to teachers and supervisors in providing materials for students who have failed or appear likely to fail the Regents Competency Tests in Writing.

These lessons have all been tried out in the classrooms of Adlai Stevenson High School and revised where necessary.

As you will discover, the lessons are detailed and specific. Teachers may adapt them to meet their students' abilities and needs.

As this is an experimental edition, we welcome suggestions for changes as well as additions which will enhance the effectiveness of these materials.

Charlotte Frank

CHARLOTTE FRANK
Executive Director

Introduction

What This Is and Why It Is

This is a portfolio of sample lessons designed to help teachers instruct students who have failed either the Regents Competency or Preliminary Competency Test in Writing, or whose failure is anticipated on the basis of the students' classroom performance. As such, these lessons are specifically directed to teaching the skills students need to pass a test.

Although these students exhibit a wide variety of academic weaknesses, they possess, we have found, one characteristic in common: they have little experience, and less confidence, in handling the type of writing tasks required by the RCT. For this reason, we found our first task was to construct a series of lessons that would gradually develop the students' competence and confidence in dealing with the required writing tasks.

We have found that by and large teachers are able to teach students to make a competent response to Question 1 on the RCT, the Business Letter. For this reason, the lessons in this portfolio focus on the two questions with which students have the most difficulty and which need the most intensive teaching: Question 2 - Organizing and Writing a Report; and Question 3 - Writing a Persuasive Essay.

These lessons do not address the problem of correcting students' errors in spelling, sentence structure, inflection, etc. The problem of eliminating errors is more than adequately covered elsewhere in the literature of teaching remedial writing and is essentially one that requires individualized instruction. The recently published manuals WEDGE (Writing Every Day Generates Excellence) and Writing Competently are excellent sources of such material. What all of us who have taught these students have noticed, however, is that as students gain increased mastery of the required writing tasks, they commit far fewer and far less serious errors in their writing.

Organizing and Reporting Skills

These lessons are divided into four units. Unit I is directed at those students who have virtually no experience in organizing a series of given items and in reporting on these items. Unit II is directed toward students who have greater competency in this area but who, in order to write a passing report paper, need to learn additional modes of categorizing and to have additional practice on RCT-type questions. Unit III addresses itself to writing the persuasive essay and presenting effective arguments based on supporting reasons. Unit IV meshes the writing of persuasive essays with the literature being studied in class.

Unit I emphasizes arranging items in sequence (although categorization is introduced and developed in a simple manner). We have started with very simple items because we feel that it is crucial for students to experience success in their first attempts at the process.

We have emphasized arranging items in sequence in Unit I because we have found that one of the universal weaknesses of these students is their lack of training in the ability to read and analyze each item carefully. Since the concept of sequencing is the easiest organizational concept for students to understand, we have found that by carefully constructing items to be arranged in sequence we can train students to analyze the presented items.

Using These Lessons

We hope that teachers will use these lessons and adjust them to their particular classes. For example, lessons 4, 5 6, and 7 repeat essentially the same skills in different guises. Some teachers will want to skip one series of lessons; some will want to combine them; some may want to use both series as they are presented here. At the end of certain lessons, teachers may feel that their students have not adequately mastered the skill taught; the teacher must stop and construct additional material to teach the skill before proceeding. Although we should not have to say it, we are concerned that teachers may be so caught up in teaching the lessons as written that they may tend to overlook the needs of their particular students.

In response to teachers' expressed desire for more than a listing of suggested writing activities, we have utilized a traditional developmental lesson format for these lessons. In some cases, we have almost scripted the lessons in order to emphasize particularly critical points of development. Nevertheless, we hope that teachers will modify these, too, on the basis of the needs of their classes.

In short, we are aware of the impossibility of writing a portfolio of lessons that will fit every teaching situation in our New York City high schools. We do hope, however, that we have provided a strong foundation on which the individual teacher can build.

Some Frequently Asked Questions

1. How can I teach my students to write the introductory paragraph to a report?

   Try training them in using the 5 W's and H of the journalist. In addition, make sure they aim the introduction at the indicated audience.

2. Can students add information not provided in the notes?

   Provided the information is accurate and relevant, students can add it. Note, however, that the question requires that students use all the items that are presented.

3. How can I get my students to do more than repeat the words in the items of the question?

   Emphasize over and over the audience for whom they are writing and the need to make the items interesting for that audience.

4. How should I tell my students to handle quotations if they turn up in the items?

   Less capable students should be taught to use the quotations as direct quotations. More able students should be taught that they have the option to use them as direct or indirect quotes.

5. My students have a great deal of trouble in finding the categories. They simply look at the items and can't find the categories. What should I do?

   Ask them to find two items in the list that seem to fit together. Ask them why. Then see if they can find a third item that can join the first two. There is a good chance that they will be able to successfully build a category and to label it.

6. My class works well when we all work together, but when I turn students loose on their own, they are lost. How can I help them gain independence?

   Start with the full class, move into small groups, then have students work in two's; finally, let them try on their own.

7. How can I teach my students to write conclusions?

   There is no formula here. Conclusions are so intrinsically related to the subject matter of a report that we found it very difficult to write a successful lesson on writing conclusions.

   However, teachers should work with students to develop a concluding sentence or concluding paragraph with each report. This sentence should readdress the audience for whom the report is written and also expand upon the purpose of the report. Although a conclusion is not a requirement for a successful report, students will be able to utilize this training in writing the persuasive essay.

8. How can I train my students to make a first draft, proofread, revise, and then make a final copy?

First let them proofread in groups, then in couples; finally, make sure that they do it on their own.

9. I'm drowning under papers. Help!

Use as much group work and student-to-student communication as possible. See WEDGE (Writing Every Day Generates Excellence) and Writing Competently for specific suggestions. In addition, we recommend that you have students read their writings to the class as a regular procedure. If you are able to implement this successfully (start with students who you know can succeed), you will find that there will be an obvious upgrading of all students' writing. In addition, students will gain critical and listening abilities that they lack. For a report, in particular, reading (reporting) to the class is an appropriate activity. There is nothing wrong with your rating papers on the basis of their having been read to the class.

10. Some of my students failed the PCT and the RCT. They are extremely negative about their chances of passing the next time they take the RCT. How can I encourage them without giving them false hope?

The best way of encouraging students and giving them hope is in the students' perception of the way you tackle the job yourself. Be sure to go over with each student his/her failing paper, or a facsimile RCT-type test that you administer in the beginning of the term. Identify for the students precisely those areas where they are weak. Tell them which areas you will be able to teach them; also tell them which areas they will have to work on intensively on their own. Let them share your planning. Just the fact that you are working on each one's specific problems will be encouraging.

Most of all, you should not let yourself get discouraged. We have observed spurts in students' growth that we cannot explain. A student will be lost in the class for months, then suddenly the pieces seem to fall together and he or she understands the relationship between himself or herself and the test question.

ORGANIZING AND REPORTING SKILLS

UNIT I

LESSON 1

Topic:

Categorizing of Assorted Items

Aim:

How can we organize items that belong together?

Outcomes:

Given eight to twelve familiar items of two categories, students should be able to:

(1) read all items carefully
(2) analyze all items and determine which are similar
(3) divide the items into two categories
(4) arrange the items within each category
(5) devise a label or heading for each category

Motivation:

The Unexpected Guest and the Family Picnic

Your family has planned a picnic. The bus to the picnic grounds leaves at 11:00 A.M. Early in the morning your cousin unexpectedly drops in, and you ask if he wants to go to the picnic. Your cousin says yes, but your mother says you must buy the extra things she will need and have them before the bus leaves at eleven o'clock. She gives you the following list of things she will need:

bathing suit for cousin	marshmallows
frankfurters	blanket
soda	sneakers
rolls	baseball mitt

Ask: How can you and your cousin divide the work so that you get back in time to catch the bus to the picnic?

Elicit: (Teacher must discuss situation with students until they see that if the items are categorized, the work will be divided.) One person should go to the food store; the other person should go to the clothing store.

Ask: Which items would you get at the food store? (Label items "F")
Which items would you get at the clothing store? (Label items "C")

Ask: How can you and your cousin, going different ways, be sure you don't forget any items?

(Teacher must bring students to see that they will need two separate lists, one for the food store, one for the clothing store.)

(Make two separate lists at the board. Label one "Food" and one "Clothing.")

Transition:

Ask: How have we made it possible to buy all these items in a short time?

Elicit: Organizing items makes work easier.

Explain: Taking a mixed list of items and arranging them the way we did is called organizing or classifying. We are going to practice a number of ways of practicing this skill.

Set Aim: How can we organize items that belong together?

Procedure:

Present the following problem to the class:

> The family is moving. It has two trunks, a red one and a green one. What is the best way to pack the following articles? (Items should be listed on board.)
>
> | | |
> |---|---|
> | bathing suits | wool sweaters |
> | mittens | shorts |
> | beach towels | earmuffs |
> | coats | sun hats |
> | football uniform | baseball uniform |

Ask: What is the first thing you have to do?

Elicit: Read all items carefully.

(NOTE: If students answer, "Find out which items are similar," ask, "How do you know?". It is extremely important that students understand that they must read and analyze every item on the list in order to determine appropriate categories.)

Ask: How will we decide which items go in the red trunk?

Elicit: We need to make one trunk for winter and one for summer articles. Have the class decide which trunk is the winter trunk, which is the summer trunk.

Ask: Which items will go in the winter trunk?

(On the board, work with the class to make a list of the winter items.)

Ask: Which items go in the summer trunk?

(Make a list of the summer items.)

Ask: Why did we put all these items in this list?

Elicit: (again) We separated similar items into the same trunk. We organized two separate lists.

Ask: How is everyone in the family going to know which trunk has the summer things?

Elicit: We have to label each trunk. (Do so at the chalkboard. Label one trunk "summer things"; the other one "winter things.")

(Erase the chalkboard.)

Summary:

Ask: How did we decide what to put into each trunk?

Elicit: Read, analyze, decide which items are similar.
Divide into two categories.
Arrange the items within each category.
Devise a label for each category.

Evaluation:

The teacher should now evaluate whether each student has mastered the basic process of organizing and classifying.

Give students the following assignment. Have them work on it at their desks. Circulate through the room and evaluate whether students need more drill or have mastered the day's work.

Arrange these items in two groups. Give each group a label.

cats	gorillas
lions	dogs
elephants	goldfish
parakeets	tigers

Note to Teacher:

(The above items may be classified in more than one way. You may want to ask students who finish rapidly to classify the items in a second way.)

Additional Exercise Material:

A. Assignment: Arrange the following items in two groups. Label each group.

hockey	baseball
basketball	shuffle board
soccer	golf
darts	wrestling

B. Assignment: Arrange the following items in two groups. Label each group.

apple	toast
pizza	French fries
hamburger	soup
orange	carrots
grapefruit	scrambled eggs
lettuce	

After students have completed their categories, ask them to add at least one appropriate item of their own devising to each group.

C. Assignment: Ask each student to make up a list of 6-10 items (in jumbled order) that can be arranged into two categories.

Have students exchange with their neighbors. Have neighboring students arrange items in categories.

Note to Teacher:

(Any one of the above exercises may be utilized as a reinforcement homework assignment.)

LESSON 2

Topic:

Organization of a Report

Aim:

How can we organize a report so that it makes sense?

Outcomes:

Given a jumbled paragraph (composed of items that fall into two classifications), students should be able to:

(1) read and analyze the items carefully
(2) perceive the need to divide the items into two categories:
    activities we did in New York City
    activities we did in the country
(3) arrange the items under the appropriate heading
(4) write a topic sentence on a category of items
(5) transform the items into sentences
(6) using these sentences, write a paragraph for each category

Motivation:

Give students a disorganized paragraph and ask them to read it.

Report

Last summer my cousin from South Carolina visited me in New York, and then I visited him. We did many interesting things together. The third night I took him to a Yankee vs. Red Sox game at Yankee Stadium. I was picking blueberries and fell. Each morning we went fishing in the creek. We went to the Museum of Natural History and saw dinosaurs. Before breakfast we had to milk the cows and gather the eggs. My cousin loved his first ride on the subway. We helped my uncle deliver a new calf. I woke up on morning with a bad itch and found that I had poison ivy. We went to the top of the Empire State Building and bought a King Kong postcard. We visited the open-air art show in Greenwich Village. The crickets kept me awake all night.

Ask: What is wrong with this report?

Elicit Aim: (With students)

"How can we organize a report so that it makes sense?"

Procedure:

Ask: In order to be able to rewrite this paragraph so that it makes sense, what would you do first?

Elicit: Divide items of paragraph into two categories:

- New York City Activities
- Country Activities

On chalkboard, list key words from each sentence and divide into two columns. Label columns "City Activities" and "Country Activities."

Model

City Activities	Country Activities
- Yankee Game	- Picking Blueberries
- Museum	- Fishing in Creek
- Subway Ride	- Milk Cows
- Empire State Building	- Deliver Calf
- Village Art Show	- Poison Ivy
	- Crickets

Medial Summary:

Ask: Who can tell us what we have done so far?

Elicit: We took items that were mixed up and arranged them into two columns. We call the process of arranging things that are similar classification. (Develop and explain the term classification.)

Ask: How is what we have done today similar to what we did with the red and green trunks yesterday?

How is classifying items this way going to help us rewrite the paragraph?

Elicit: First, we write about items in one classification. Then we write about items in the other classification.

Direct students back to the original paragraph.

Ask: Which sentences refer to both the city and country activities? (Tell students they are to begin their report with these two sentences.) Why do you think this is a good idea?

(Introduce students to the concept of an introductory paragraph.)

(Tell students they are going to write one sentence that will tell about all the items in the first category.)

Ask: What clue can you find in the list that will help us?

Have students suggest model sentences. Write one of the sentences on the chalkboard.

Ask the class to develop each of the items on the chalkboard into a sentence. Write the items on the chalkboard in paragraph form.

Ask: How have we changed the items from the original list?

Elicit:
1. We changed the label into a topic sentence that covered all the items.
2. We changed the items on the chalkboard into complete sentences.
3. We changed the list into a paragraph.

Summary: So far, how have we changed the original report?

(1) Divided items into two categories.
(2) Arranged items under appropriate headings.
(3) Separated items into an introduction and a separate paragraph for each classification.

What should we do to complete the writing of our report?

Assign students to transform the second list into an appropriate paragraph. Have them underline the topic sentence.

LESSON 3

Topic:

Women in the Armed Forces. (An introduction to the report question)

Aim:

How can we use the information in the question in order to write a successful report?

Outcomes:

Students should understand the nature of the report question and the way to apply their categorizing skills to answering that question. These skills should include the following:

(1) converting a list composed of two categories of items into two separate paragraphs
(2) constructing an appropriate topic sentence for each category
(3) recognizing the need for an introductory paragraph and being able to write a simple introduction

Motivation:

Start the lesson by asking the class: In the last two lessons, what have we learned to do? Tell the class that today we are going to see if we can use what we have learned so far to help us in answering the report question on the Regents Competency Exam.

Teacher:

Present students with the report question* and then read it and answer the following:

1. What are you asked to write?
2. What are you writing about?
3. To whom are you writing?

Go over the questions.

Transition:

What is the next step we have to follow in order to write our report?

---

* See end of this lesson.

Aim:

How can we use the information in the question in order to write a successful report?

Procedure:

1. Ask: How would you organize the items in the list?
2. Develop classified lists on chalkboard with class.
3. Ask: How would you label each of the lists?
4. Ask: How are we going to introduce our report to the reader?

(Further questions should develop the idea that the introduction should tell the topic of the report and the source of the information in the report.)

Sample Introductory Paragraph

> Last week I interviewed Ms. Culver, our school guidance counselor, concerning her opinions on drafting women into our armed forces. Ms. Culver stated that there is a great conflict on this question and that there were good reasons for taking either side.

5. Ask: What is the next step?
   (Elicit: We need a topic sentence for the "pro" list.)
6. Ask students to write a topic sentence for the "pro" list.
7. Have students convert each of the items in the "pro" list into a complete sentence. Then write these sentences in paragraph form.
8. Follow same procedure for "con" list.
9. Ask a student to read the entire report.

Summary:

Congratulate the class by telling them that they have taken a tremendous step today in their organizing and reporting skills.

Tell them that they are now going to analyze the steps they have taken to create the finished product.

Ask: How were we able in the last thirty-five minutes to change the list into a finished report?

Teacher should include in the questions the following:

Why did our report come out to be three paragraphs?
Where did we get our first paragraph?
our second paragraph?
our third paragraph?

Assignment:

Teacher should design a parallel question suitable to the level of the class to evaluate whether the students have mastered the preliminary skills of the reporting question.

Report Questions:

You have been asked by your social studies teacher to prepare a report on arguments for and against drafting women into the armed services. In order to write this report, you have interviewed your school's Career Guidance Counselor, Ms. Culver, who has supplied you with the following information. You must now organize your notes in order to write your report.

Notes

- equal rights - equal responsibility
- opposed by many religions
- special facilities will cost more
- other countries successful with female soldiers; for example, Israel
- fear of loss of femininity
- will develop country's female leadership
- weaker in hand-to-hand fighting
- more people available for military service

LESSON 4

Introduction:

Two lessons on organizing items into sequential order and writing a report designed for basic and more advanced students.

Content Area:

Science: A - How We Breathe
B - Germ Theory

Level: Lesson A - Basic
Lesson B - More Advanced

LESSON A - BASIC

Outcomes:

1. Students should be able to recognize the necessity for arranging items into sequential order prior to writing.
2. Students should be able to arrange items in sequential order.
3. Students should be able to write a one-paragraph report using the sequential order established.

LESSON B - MORE ADVANCED

Outcomes:

1. Students should be able to recognize the necessity for arranging items into sequential order prior to writing.
2. Students should be able to arrange items in sequential order after proper division by classification.
3. Students should be able to recognize the need for a topic sentence and then develop an appropriate topic sentence for writing the report.
4. Students should be able to write a two-paragraph report using the sequential order established.

Aim:

How do we place items into sequence in order to write a science report?

Motivation:

(DO NOW) Write a postcard to a friend discussing the kind of food you ate at camp. Be sure to include the following information:

1. Friday - fried fish
2. Tuesday - franks and beans
3. Thursday - chicken
4. Wednesday - hamburgers

Transition:

1. After students have written their "postcards," the teacher should have two or three students read aloud what they have written. At least one of the students will have placed the items in chronological sequence.

2. Ask a student who has changed the order why he did so. Ask why this is a preferable approach.

   Elicit: It is preferable to place items in some kind of order before writing.

3. Establish definition of sequence.

4. Explain usefulness of sequence in writing a science report.

5. Statement of aims: How do we place items into sequence in order to write a science report?

Procedure:

1. Although the items listed on the board were easy to place in sequence, a similar procedure can be employed with items that present greater difficulties.

2. Break class into groups of five to eight students each.

3. Distribute work sheet (How Do We Breathe?) *

4. Ask students in groups to place items in sequence. (This should be done by individual students before comparing notes within group.)

5. Select one group's final sequence and list items on the board. (Teachers may wish to use the overhead projector instead of the board). Discussion with the class should create consensus. Re-read the items in sequence. Recheck for logic of sentence.

---

* See end of this lesson.

Medial Summary:

1. What have we done so far?

   Elicit: a. Read all the items carefully.
   b. Decided that all the items fall into one classification.
   c. Established a careful sequence of events.

2. How were we able to establish sequential order?

   Elicit: By reading all the items carefully, we became aware of certain content clues.

3. How will this procedure help us in writing our report?

   Elicit: It will help us to establish the exact order in which we are going to present information. (Indicate that once this is done, the actual writing becomes much simpler.

4. Which item can serve as a clue for a good topic sentence? Why?

5. Have students phrase a topic sentence. Write it on the board.

6. Have students transform the first two items into sentences.

Summary:

1. What steps have we taken to organize our report?

   a. We have read and analyzed each item.
   b. We determined whether classification of items was necessary.
   c. We organized the items into sequence.
   d. We wrote a topic sentence for our report.

2. What do we still have to do to complete the report?

3. Assignment: Complete the report at home.

NAME _____ ENG. _____ HR _____ DATE _____

Writing a Science Report

Situation: You and a classmate were assigned to present a report entitled "How Do We Breathe?" to your biology class. You made a deal in which your classmate would take notes on index cards, and you would write the report. However, he has become ill, and when his sister delivers the cards, they are not in sequence. The items are listed below. Place them in sequence.

How Do We Breathe?

_____ Up-down movement causes breathing to occur

_____ Blood carries carbon dioxide through body to brain

_____ In amazing way, food and breathing directly related

_____ Message to diaphragm via nerve

_____ Carbon dioxide dissolved in blood

_____ More carbon dioxide--more signals--faster breathing

_____ First body burns food--forms gas called carbon dioxide

_____ Brain sends message

_____ Nerve signals diaphragm to move up and down

Ideas drawn from Biology and Human Processes by Eisman and Tanzer (Prentice-Hall, 1964).

LESSON 5

Topic:

Sequential order - Science Report

Aim:

How do we write a report that places items into sequence?

Motivation:

> Your little sister comes home from school with an obvious fever. She is sneezing and coughing and has all the symptoms of a bad cold. You give her aspirin, which she takes readily, but then she begins to cry because she does not feel better instantly. How do you explain to her the process of "getting better"?

Transition:

1. What is it that we as mature people understand that often escapes a young child?

   Elicit: Certain things have a beginning and an end, and there is a certain order (sequence) of events in between.

2. Establish definition: sequence.

3. Statement of aim. (above).

Procedure:

1. Break class into groups of five to eight students each.

2. Distribute work sheet ("How the Germ Theory of Disease Was Proven") *

3. Ask students to read the list of items.

4. Ask students if they can ascertain the topic of the report from the jumbled notes.

---

* See end of this lesson.

5. How many paragraphs do you think we need to write this report? Why?

   Elicit: At least two paragraphs are needed because part of the report is about Pasteur, and another part is about Koch.

   Amend the Aim: "How do we write a two-paragraph report that places items into sequence ?"

6. What have we learned about the classification of items that can help us to do this?

   Elicit: We have learned to review all items and then list them according to classification.

7. By using P and K, indicate which items refer to Pasteur and Koch respectively. (Teachers may wish to have the class arrange the items in a two-column chart.)

8. Groups then agree on sequence of items within each classification.

9. Reasons for placement of items within sequence explored - final determination made. (Students should be made aware that the sequence is no accident and that a careful reading of the items provides clues.)

Medial Summary:

1. What steps have we taken thus far? How has this process helped to prepare us for the writing of our report?

2. Which item gives us a clue for a topic sentence for the first paragraph?

3. Have students write the first paragraph themselves. Teacher should circulate to provide help.

4. Teacher should select one paper and read it to the class for comments, noting good and bad points very briefly. (One student may be chosen to write his/her paragraph on the chalkboard.)

Summary:

How did the first paragraph of the report just read (or written on the board) show that what we did before writing was worthwhile?

(The class should recognize that all the items refer to Pasteur and that one item logically follows the preceding one. The class should see that this is the result of classification and sequencing.)

Homework:

Complete the report. (Teachers may wish to add the assignment of writing a paragraph that introduces the two main paragraphs.)

Writing a Science Report

You have been asked to write a brief report for your science class using all of the information provided below.

How the Germ Theory of Disease Was Proven

- Pasteur guesses, then proves, that bacteria in animals causes disease.
- Pasteur studied fermentation - process by which sugar changes to alcohol in making of wine.
- Mice died of anthrax.
- Koch grew same bacteria outside of animal.
- Pasteur discovered living cells responsible for change.
- First major discovery in germ theory research by Louis Pasteur.
- Soon human diseases - cholera, tuberculosis, diphtheria - proven, in similar experiments, to be caused by bacteria.
- Koch injected bacteria he grew into mice.
- Wine might spoil - change to vinegar - caused by bacteria ("disease" of wine).
- Koch - found certain bacteria in animals suffering from disease called anthrax.
- Koch - proved bacteria was cause of anthrax.
- Koch used Pasteur's discovery - proved that human disease caused by bacteria.

Ideas drawn from Biology and Human Processes by Eisman and Tanzer (Prentice-Hall, 1964).

LESSON 6

Aim:

How can we organize a report that puts a number of items in sequence?

Objectives:

Presented with a random list of 6 - 12 items, students should be able to:

1. Place a number of items in sequence.
2. Develop a topic sentence for the report.
3. Write a report that utilizes the sequence.

Motivation:

Your married sister is four months pregnant, and her younger child asks her why she can't have the baby right away or even tomorrow. What would you tell the child if the question had been asked of you? How would you explain the baby's development in the next five months?

Elicit: A baby grows in order or sequence of development.

Develop Vocabulary:

Arranging items in the order in which they occur is called arranging in sequence or sequencing.

Transition:

Today we are going to learn how to organize a longer, more difficult series of items in sequence.

Set Aim:

How can we organize a report that puts a number of items in sequence?

Procedure:

1. Present the students with a duplicated copy of the worksheet.*

2. Divide the class into 3 or 4 groups so that they may number the items in sequence.

3. Unite the class.

4. Ask: Why can we put all the items into one sequence?
   Elicit: Because all the items are on the same topic.

5. Have the groups report on the sequence.

6. Agree on the sequence. Number the sequence as agreed upon.

7. Reread the items in sequence.

8. After the sequence has been decided, ask the students, "What have we done so far?"
   Elicit: We have taken a number of items and organized them into a sequence.
   Ask: What is our goal?
   Elicit: We want to use these items to write a report.
   Ask: What is our next problem?

9. Direct students to look through the items.
   Ask: Is there any item that we can use as a clue for a topic sentence?
   (Determine that since there is no item that can serve as a clue for a topic sentence, we have to formulate our own topic sentence from the items.)

10. How can we make a good topic sentence from all the items?
    With the class develop a topic sentence for the paragraph. (Model topic sentence: Every person begins life as a single cell which develops into a complete body before birth.)

11. Work with class to transform the first two items into complete sentences.

---

* See end of lesson.

Summary:

What method have we used to organize a report that puts a number of items into sequence?

1. We have read all the items.
2. We have decided whether the items need to be classified.
3. We have organized the items into sequence.
4. We have written a topic sentence that introduces our report.

Assignment:

Write the rest of your report. Use what we have written together as the beginning of your report.

Worksheet

The latest issue of Life magazine has run a series of photos which shows the development in the womb of a zygote into a whole body. You were very impressed with these pictures and took notes from the magazine to use in your report for your health class. The pictures, with your notes, have become jumbled and you must now put them back into their proper order.

Topic:

How a body grows and develops before birth. *

- Tissues group themselves into different organs of the body.
- Systems carry out major life functions, such as respiration and digestion.
- All systems work together to form the whole body.
- Zygote divides many times to produce cells.
- Cells organize into three layers called tissues.
- Human life begins as a single cell called a zygote.
- Each organ performs a specific function.
- Organs grouped into systems.

Desired Sequence to Be Elicited From Class:

1. Human life begins as a single cell called a zygote.
2. Zygote divides many times to produce cells.
3. Cells organize into layers called tissues.
4. Tissues group themselves into different organs of the body.
5. Each organ performs a specific function.
6. Organs grouped into systems.
7. Systems carry out major life functions, such as respiration and digestion.
8. All systems work together to form the whole body.

* Ideas drawn from: Health: A Way of Life, Scott, Foresman & Co., Ill., 1979.

LESSON 7

Aim:

How can we organize a report that puts a number of items in sequence?

Objectives:

Presented with a random list of 12-16 items, students should be able to:

1. recognize the need for classifying the items into two categories (stages of walking, stages of talking).
2. organize each classification in sequential order
3. write an introduction to the whole report
4. write the report which utilizes the items of each sequence

Motivation:

On the chalkboard, place the following sentence:

Babies learn to talk, walk and crawl.

Ask: What is wrong with this sentence?
Elicit: The items are out of order.

Develop Vocabulary:

Arranging items in the order in which they occur is called organizing in sequence or sequencing.

Transition:

Today we are going to learn to organize a longer, more difficult series of items in sequence.

Set Aim:

How can we organize a report that puts a number of items into sequence?

Procedure:

1. Present the students with a duplicated copy of the worksheet.*

2. Divide the class into 3 or 4 groups so that they may number the items in sequence.
(Note: The class will experience difficulty and confusion until they realize that the items need to be classified into two groups. When the groups have reached this point of discovery, call the class to order but have them remain in groups.)

3. Ask: Can we put all the items into one sequence?
Elicit: No, the items are about two different things.

4. Ask: Into what classifications do these items fall?
Elicit: Stages of walking; stages of talking

5. What must we now do for each of the sixteen items on our list?
Elicit: We must classify each of the items.
(Note: Since the list contains two classes of items, the teacher must emphasize the need to classify each item before the items are placed into sequential order. In order to emphasize this point, the teacher may wish to reword the aim with the class. This should read: "How can we organize a report that puts two classifications of items into sequence.")

6. Have students classify each item.

7. Devise a two-column chart on the chalkboard. List the items under the two headings. Do not list the items in sequence.

8. Ask: Why are we not ready to write our report now?
Elicit: The items have not been placed into sequential order.

9. Have the groups decide on the sequence in each of the classified areas.

10. Unite the class.

11. Have the groups report on the sequence of each classification.

12. Agree on the sequence. Number the sequence as agreed upon.

13. Reread the items in sequence.

14. After the sequence has been decided upon, ask the students:

* See end of lesson.

Elicit: We have:

1. decided that we needed two classifications
2. classified each of the items
3. arranged the items in sequence within each classification

Further Development:

15. Why have we classified these items and placed them into sequence?
    Elicit: We want to write a report.

16. How would you begin the report?
    Elicit: We should write an introduction.

17. With the class develop a two-sentence introduction to the report. The introduction should include what the report as a whole is about and the order in which we will discuss the two classifications.

Model Introduction:

In the first two years of his life, a child passes through many stages of development. Two major steps in his development are his ability to walk and his ability to talk.

Summary:

Ask: What procedure did we follow to organize a report that puts a number of items in sequence?

Elicit:

1. We read all the items.
2. We decided that the items needed to be classified.
3. We organized the items of each classification into a sequence.
4. We wrote an introduction to our report.

Assignment:

Write the rest of this report. Use the model introduction we developed in class. Write a topic sentence for each paragraph that follows the introduction. Underline the topic sentence in each paragraph.

WORKSHEET

. . . . . .

In your Child Development class, you have watched a film on the growth of a child and you have taken the following notes on index cards so that you might write a report to be read to your class. The reason you have to write the report is that many of the members of your class missed the film because they were on a school trip. As you were walking up the stairs, a fellow student bumped into you, knocking all the cards in your hand to the floor. You now have the task of putting your cards back into their proper order so that you may complete your assignment.

Topic: How a Child Develops in His First Two Years*

___ Uses words to make wants known

___ Crawling movement begins

___ Squeals with joy or pleasure

___ Lies on back

___ Climbs steps alone

___ Imitates speech sounds

___ Walks up steps with help

___ Makes a sentence of two or three words

___ Builds vocabulary for greater communication

___ Stands alone

___ Rolls over

___ Can say about three words

___ Creeps and crawls

___ Walks alone in toddling fashion

___ Stands with support

___ Walks while holding on to something

. . . . . .

Desired Sequence to be Elicited from Class

Stages of Walking

Lies on back
Rolls over
Crawling movement begins
Creeps and crawls
Stands with support
Stands alone
Walks while holding on to something
Walks alone in toddling fashion
Walks up stairs with help
Climbs steps alone

Stages of Talking

Squeals with joy or pleasure
Imitates speech sounds
Can say about three words
Uses words to make wants known
Makes a sentence of two or three words
Builds vocabulary for greater communication

*Ideas drawn from: Caring for Children, Charles Bennett Co., Inc., Ill., 1975

LESSON 8

Topic:

Introductory paragraph of a report.

Aim:

How can we make the introductory part of a simple report more interesting?

Outcomes:

Students should recognize that:

(1) The wording of the report, particularly that of the introduction and the conclusion, should be aimed at the audience for whom it is written.

(2) Using the 5 W's and H will help them write an interesting introduction.

(3) The individual items in the notes need to be "fleshed out" so that they present the reader with more than the bare facts.

(4) There is a need for transitional words and phrases to provide a smooth flow from sentence to sentence and paragraph to paragraph.

Motivation:

(1) Present the class with a simulated copy of a "bare-boned" report in which the student has classified the items correctly and then presented them in a totally unadorned manner.

(2) Establish with the class what the student has done correctly.

(3) Ask how the report can be improved. From this, develop the aim.

Procedure:

(1) Direct class to reread the introductory paragraph.
"In the first two years of life, a child passes through many stages of development. Two major steps in his or her development are the ability to walk and the ability to talk."

(2) Refer class to the original assignment:

"In your Child Development class, you have watched a film on the growth of a child and you have taken the following notes on your index cards so that you might write a report to be read to your class. The reason you have to write the report is that many members of your class missed the film because they were on a school trip."

Ask: What was the purpose of this report?

Ask: What information was omitted from the introduction?
(Try to develop with the class the need to ask What?, When?, Who?, Why?, Where?, and How?, as questions that generate the necessary information for an introduction to a report.)

Ask: How can we use this information to make the students who missed the film more interested in the report?

(3) The teacher should develop with the class a fuller, more attention-getting introduction.

(Emphasize the importance of directing the report to the students who missed the film.)

(4) Refer back to the What?, When?, Who?, Why?, Where?, and How?, and ask how each was answered in the introduction.

Summary:

Refer students to the original simple introduction.

Ask: How have we improved the introduction and made it more interesting?

Elicit:
(a) We aimed the introduction at the people to whom we were writing.
(b) We used the 5 W's and H to make it fuller and more interesting.

Application or Assignment:

(1) Refer students to organizing questions previously studied.

(2) Direct them to write new introductory paragraphs utilizing the methods learned in this lesson.

LESSON 9

Topic:

Body of a Report

Aim:

How can we make the body of a simple report more interesting?

Outcomes:

Students should recognize that:

(1) The individual items in the notes need to be "fleshed out" so that they present the reader with more than the bare facts.

(2) There is a need for transitional words and phrases to provide a smooth flow from sentence to sentence and paragraph to paragraph.

Motivation:

(1) Return class to the "bare-bones" report from the previous lesson. (See Unit I, lessons 7 and 8)

(2) Ask students, "What did we do yesterday to make our simple report more interesting?"

(3) Direct the students to the two paragraphs of the body of the report.

(4) Establish with the class what the student has done correctly.

(5) Ask the students how the report can be further improved.

(6) Focus the attention of the class on one paragraph of the "bare-bones" report, which should resemble the following:

> Children pass through several stages before learning to walk by themselves. First, they lie on their backs. Then, they roll over. Crawling movement begins and then they creep and crawl. They stand with support. They stand alone. Next, they walk while holding on to something. Then, they walk alone in toddling fashion. They walk upstairs with help. Finally, they climb the steps alone.

Procedure:

(1) Review with the class the reason for writing this report.

(2) Direct the students to the first sentence of the paragraph.

(3) Ask how some mention of the film can be included in the topic sentence.

(4) Work with students to revise the sentence so that it mentions the film and connects with the introductory paragraph.

(5) Refer to the second and third sentences.

(6) Imagine that you have actually seen the film.
Say: "What would you have seen in the film that would apply to the second and third sentences of the paragraph?"

(7) Ask the students how they can rewrite the remaining sentences so that anyone who did not see the film could visualize how a baby develops.

(8) The teacher should proceed in similar fashion through the rest of the paragraph.

(9) Focus on the sentences:
They stand with support. They stand alone.

(10) Ask students what is missing between these two sentences.

(11) Develop with students the need to fill in words and phrases so that the reader can move smoothly from one thought to the next.

(12) Complete the paragraph with the class.

(13) Have class reread the paragraph to see where else transition words can be added for a smoother sequence.

Summary:

Direct the students to compare the improved paragraph with the original "bare boned" paragraph. Ask them what was done to make the original more interesting.

(1) We helped the reader to experience the event which was being reported.

(2) We filled in the sentences to make smooth transitions within the paragraph.

Assignment:

Revise the second paragraph of the body of the report.

LESSONS 10 AND 11

INTRODUCTION

Two lessons on writing a report using sequence, based on cause-effect relationships.

Content area - Social Studies

These lessons are designed for students who possess the following:

1. some background in American History
2. some familiarity with the concept of cause-effect relationships
3. some previous exposure to the use of transitional words.

The lessons may, however, be used successfully with groups not having these prerequisites provided that the teacher is aware of the need to compensate for the students' lack of background.

Lesson 10: Arranging items in sequence
Writing a topic sentence

Lesson 11: Transposing the items into sentences
Analyzing the relationship of the items
Using connectors to express the relationship of items

LESSON 10

Topic:

Arranging Items in Sequence
Writing a Topic Sentence

Aim:

How can items be sequentially arranged to help us develop a topic sentence?

Outcomes:

Students will read and analyze items that are out of sequence.

- Students will understand the relationship between the items.
- Students will arrange the items in sequence.
- Students will reread the items in order to check that the sequence is logical.
- Students will understand that an introductory sentence or paragraph expresses a main idea that encompasses the items. They will practice writing such an opening sentence.

Procedure A:

1. Place the following items on the chalkboard:

Shopping for additional food
Planning a Sunday Picnic
Cousins invited to a family picnic
Unexpected visit of cousins on Saturday morning

Ask: How can we write a short paragraph telling about our cousins' visit using all four of the items on the board?

Elicit: Arrange items in order in which they occur.

Ask: Which item should come first?

Elicit: (Students will differ about whether they should place the visit of the cousins before or after the planning of the picnic. Teacher must lead them to see the need for analyzing the relationship among all the items in order to arrive at a correct sequence.)

2. Develop vocabulary: Arranging events in the order in which they occur is called sequencing.

3. Set aim: How can items be sequentially arranged to help us develop a topic sentence?

Procedure B:

You are the secretary of a class committee that has as its job reporting to your social studies class about the dropping of the A-bomb.

Your committee has given you the following notes and has directed you to include all the items in your report.

You have to arrange the notes and write the report.

Notes

____ Japanese surprise attack on Pearl Harbor, December 7, 1941

____ Manhattan Project to manfacture the A-bomb

____ American Armed Forces occupy Japan

____ 80,000 dead in Hiroshima

____ Japanese turn down Truman's surrender demand

____ U.S. soldiers find broken wristwatch at Hiroshima - Watch stuck at 8:16 A.M.

____ U.S. declares war on Japan

____ Second A-bomb: Nagasaki destroyed

____ President Roosevelt meets Einstein - Can A-bomb be built?

____ President Truman: "Surrender or we'll drop a second A-bomb"

____ August 6, 1945 - B-19 drops A-bomb on Hiroshima

____ Japanese surrender - August 10, 1945

Items suggested by A World History
By Linder, Selzer, and Berk,
published by S.R.A.

After the groups have reported back and the class has agreed on the sequence, refer to the aim and ask each group to write a topic sentence which expresses the main idea of the series of items.

Procedure C:

You are a student tutor in a neighboring junior high school. Many of the students in the social studies class in which you are working are having difficulty, especially in understanding current events. The teacher of the class asked that you prepare a report about the Iranian-hostage crisis in which you explain the events which took place from the time the Shah took power to the attempt by the United States to rescue the hostages. You were able to gather the following notes from newspaper and magazine articles. Now you must organize them and write your report.

- Shah forms strong working relationship with U.S. oil companies.
- U.S. refuses to return Shah
- Shah enters N.Y. hospital
- Ayatollah: "Return the Shah, we'll return the hostages".
- Ayatollah Khomeini, top Moslem leader, flees Iran.
- American hostages taken in Iran
- U.S. raid attempts to free hostages
- Followers of Khomeini revolt in Iran
- Opposition to Shah's policies grows in Iran
- Khomeini returns in triumph
- Doctors in Mexico say Shah will die of cancer - needs better medical facilities in U.S.
- Shah flees revolt - lives in Mexico
- Ayatollah warns U.S. not to treat Shah
- Shah attempts to limit power of Moslem clergy

Summary: (Applicable to Procedures A, B, and C.)

Who can put into sequence the steps we have followed so far?

1. Read and analyzed all the items
2. Arranged the items in sequence
3. Reread the items to check the sequence
4. Wrote a topic sentence that expressed the main idea of the series of items

Assignment:

Complete the writing of the entire report, using all the items that are listed in the notes.

Notice to Teacher

More able students will find it possible to complete this lesson in one period. With other groups, teachers will want to spend at least two periods on the material. With these latter groups, teachers may have to supply additional examples to clench the concept of inferring the unstated relationship between two items. With these classes, the medial summary can be used as the conclusion of the lesson.

The second day's activities involve the development of the full report with the entire class. Sentences are analyzed and related to the original items. Students in these classes should be given the full opportunity of seeing how the final report evolves from the list of question items.

Topic:

Transposing Items Into Sentences
Analyzing the Relationship of the Items
Using Connectors to Express the Relationship of the Items

Aim:

How do we infer the relationship between items?

Outcomes:

1. Students will learn how to analyze items to see precisely how they are related to each other.

2. Students will practice expressing this relationship by using appropriate transitional words or combination techniques.

3. Students will understand that sometimes they have to infer the relationship of the items.

Procedure:

1. Place the following on the chalkboard.

Items: Japanese surprise attack on Pearl Harbor, Dec. 7, 1941
U.S. declares war on Japan

Report: The Japanese made their surprise attack on Pearl Harbor on Dec. 7, 1941. The U.S. declared war on Japan.

2. Tell class: We agreed these were the first two items. The sentences above are how one student began the body of his report.

Ask: What is correct about what the student has done?

Elicit: Changed the items to complete sentences. Arranged them in proper order.

Ask: How is the second sentence related or connected to the first?

Elicit: Result - Teacher should check that students understand the concept of cause-effect.

Ask: Who can rewrite the first two items so that we will show precisely how they are connected?

Elicit: (Various responses acceptable.)

Ask: Why did President Roosevelt want the A-bomb built?

Elicit: The items don't say.

Ask: What can we infer or work out as his reason for building the A-bomb?

Elicit: He wanted to end the war more rapidly.

3. Establish the concept that sometimes we have to infer the relationship between two items before we can express it clearly for the reader.

Ask: How can we write the third item into our report?

Elicit: (Various)

Model answer:
In order to bring the war to a more rapid conclusion, President Roosevelt decided to find out if an A-bomb could be built and soon afterward, met with Alfred Einstein.

4. Underline the connectors - As a result, in order to, soon afterward.

Ask: What do these phrases do? (Teacher can ask about each phrase separately and specifically).

Elicit: They show how items are connected.

5. Introduce vocabulary: These words that connect thoughts are called transition words, or connectors, or bridge words.

Ask: How do these words help the reader?

Elicit: They tell how, why, when. etc.

Medial Summary:

What have we done so far?

Develop:

a. Analyzed how items are related

b. Used connectors or transition words to show relationship of items to our readers

c. Inferred the idea when not specifically stated in the items

Ask: In our two lessons, how have we transformed the original list of mixed up items?

Elicit: (1) Arranged the original items in sequence
(2) Wrote a topic sentence
(3) Discovered how the items were connected
(4) Explained to the reader how they were connected by using transitional words

Assignment:

Review the work of the last two days. Tomorrow you will be given a similar question. You will be asked to show what you have learned by using the items to write a well-organized report.

Define: infer, transition, sequence

MORE ON THE REPORT

UNIT II

LESSON 1

(Note to Teacher: These lessons should be taught only after students have mastered the techniques of analyzing items and arranging them in sequence. They should be familiar with the essentials of report writing.)

Aim:

How can we classify items that do not fall into sequence?

Outcomes:

1. Students will be able to analyze a series of items and arrange them appropriately according to place.

2. Students will practice writing an introductory paragraph for an essay with a three-paragraph body.

3. Students will gain further practice in writing a fully-developed report.

Motivation:

Ask: Who has ever visited a senior citizens' home? Can you describe it for the class?

Introduce the topic of the report (a visit to a senior citizens' home by a member of the health careers class.)

Distribute mimeographed copies of the question.

Have students note precisely what writing task is called for by the question.

Ask: How are you going to prepare to write the report?

Ask: How are you going to organize the report?

(Develop the idea that these items do not fall into a single sequence.)

Develop Aim:

How can we classify items that do not fall into sequence?

1. Is there any way you can see that we can classify these items?

(If students answer good and bad, go over items 1, 2, and 3 to see if they fit. Students should see that item 3 does not fall into good-bad classification.)

Develop idea of three place categorizations: dining room, social room, medical room.

2. How did you decide on the three places?

   (Develop: Three items that give clues.)

3. How can we check if this arrangement works?

   Draw three columns on board; head them: Dining Room, Social Room, Medical Room. Arrange items beneath headings.

Medial Summary:

How does this arrangement differ from those we did previously?

Develop idea of classifying by place.

What is an additional way we have learned to classify items? (By places)

1. What is a good title for this report? Why?

2. What should go into the introductory paragraph? Why?

   Write introductory paragraph with class.

3. What would be a good topic sentence for the first paragraph of the body?

   (Allow students to write these down. Circulate through the room. Send students with acceptable sentences to the board. Have class analyze them.)

   If there is time, follow same procedure for the next two paragraphs.

Summary:

If you had to write a composition on your activities yesterday, how might you organize the composition?

Elicit: Morning, noon, night, school, street, home (church, etc.)

How are the two methods of organization different?

Homework:

Write the complete report as described in the organizing and reporting question.

LESSON 2

(Note to teacher: Some teachers will find it desirable to plan two periods for this lesson, including the application.)

Aim:

How can we classify items according to positive and negative aspects?

Outcomes:

1. Students will learn how to classify items according to positive and negative qualities (advantages and disadvantages).

2. Students will understand that the absence of, or addition of, a few items can be reflected in a change in organizational plan.

3. Students will write a report organized on the basis of positive and negative qualities.

Motivation:

Have one or two students read their homework reports. Reestablish the pattern of organization by place.

A student, Tom Jones, has visited a nursing home (with his friend Doreen Malloy) and has made the following notes for his health careers class. Distribute the notes.

You have the job of writing the report from Tom's notes. You must use all the items in his notes.

How can you organize Tom's notes so that the report will not be the same as the one you did from his friend Doreen's notes last night?

(Give students time to realize that the notes are almost exactly the same items as in Unit II, Lesson 1.)

Develop Aim: (Elicit: Organize by good points - bad points).

Procedure:

1. Arrange two columns on the chalkboard. Have students go through items placing them in either positive or negative columns.

Positive	Negative
Comfortable chairs in social room	Only one T.V. in Social Room
Medical room open 24 hrs.	Only two chairs in Waiting Room
Special food	Used towels in medical room
Floor, tablecloths, dishes clean in dining room	Menu the same every day in dining room
Large supplies of bandages, gauze and tape in medical closets	Not enough waitresses in dining room
Ping-pong, billiard tables in good condition in Social Room	Old magazines in social room

2. Ask the students to take the first column and "talk the paragraph." (Say what you would actually write.)

   After you have chosen a student, direct class to listen to see whether the arrangement of sentences could be improved. (Teacher may assume that students will recite items in order listed.)

3. Ask the student who recited, "As you were 'talking your paragraph,' did you see any way you could improve your paragraph by rearranging sentences?"

   (If the student cannot answer, ask the same question of the entire class. If students are still confused, ask ...)

4. How can we combine two of the items so that they make one sentence?

5. Why did you choose to combine those two items? (All items are located in the same room.)

6. Let's rearrange chart to indicate that the items in the same room belong together.

7. Which other two items can we combine into one sentence? Why?

8. Combine third pair of items.

   Medial Summary: What have we done within the positive category?

   (Put together those items that belong together.)

9. Direct students to rearrange items in negative category in the same manner.

Teacher walks around while students rearrange items.

10. How did we rearrange the items in the negative column?

Summary:

Although these items from Tom Jones' notes are almost the same as those in Doreen's, how did we arrange them?

1. By Positive and Negative
2. We grouped the items that belonged together within each column.

Application:

1. Have students write a title for the report.
2. Have students write an introductory paragraph.
3. Ask: How is this introduction different from the one in Doreen's notes? Why is it different?
4. Have students write a topic sentence for the first paragraph of the body.
5. Have students write a topic sentence for the second paragraph of the body.

Assignment:

Write the full report as directed.

Senior Citizens' Homes (Tom Jones' notes)

- Comfortable chairs, excellent light for reading
- Only one television. People arguing over which channel
- Medical room open 24 hours
- Special foods for diabetics
- Only two chairs in waiting room. Three patients standing, one sitting on floor
- Floor, tablecloths, and dishes - clean
- Used towels, empty medicine vials, overflowing trash can
- One man said, "The menu never changes. We have chicken every day."
- Large supplies of bandages, gauze and tape in medical closet
- Ping-pong and billiard tables in good condition
- Not enough waitresses. Food served cold
- Magazines are from last year

LESSON 3

Aim:

How can we develop an additional method of organization?

Outcomes:

1. Given a group of items, students will be able to categorize the items according to similar qualities.

2. Students will recognize that there are many different ways of categorizing the same items.

Motivation:

Distribute sheet ("The Effects of the Gas Shortage--1979").

Review with students the organizational patterns studied thus far (sequence, time, place, positive-negative). Inform them that they will now be looking at a new series of items. Students will have to determine whether previous approaches are applicable or if a new approach is necessary.

Procedure:

1. Confront students with the possibility of applying previous methods to today's worksheet.

   When students have eliminated all, set aim.

   Aim: How can we develop an additional method of organization?

2. If students are unable to categorize, teacher must ask questions that will lead students to see common elements. For example, "How are items one and three similar?" "What is it that they have in common?" "Are there any other items which belong with these two?"

3. Following the same procedure, develop three categories: Economic, Social, Psychological Effects. Teacher should make sure that these terms are defined for students.

4. Medial Summary:

   How have we organized these items?

   /Economic, Social, Psychological/

   Which word in the topic led us to find the three different aspects of the problem? /Effects/

5. Present students with the following topic:

   Women Have Made Great Progress in the Last Twenty Years

   How can we divide this topic into three different categories?

   If students merely repeat categories used above, ask them for other possibilities. /Political, Religious .../

   In what field have women made great progress? /Education, Science, Military .../

6. Summary:

   Why are we able to create different categories for this topic? How do we decide which is the best way to categorize?

   Example: Teacher should lead students to see that there are many ways to divide topics into two or more separate aspects -- e.g., Political, Religious, Moral, Spiritual, Economic, Social, Idealogical, Psychological, Ecological ...

7. Ask students how they would now begin the report. Elicit several responses.

Assignment:

Write the introductory paragraph for the report.

Dr. Timothy Wong, the local representative from the Department of Energy, presented a speech to the Current Events Club in your school. Unfortunately, you arrived too late to hear the presentation. However, after speaking to several club members in attendance, you were able to take the following notes. Using these notes, you must now write a report on Dr. Wong's speech for your science class.

The Effects of the Gas Shortage -- Summer 1979

No visits to out-of-town relatives
People spend millions for better home insulation
Teenagers angered by loss of family car for dates
Doctors report more patients experiencing nervousness
Chrysler Corp., maker of large cars, faces financial doom
Workers feel irritable at jobs after long waits on gas lines
Car pools lead to many new friendships
Family watches more TV in living room
Increased cost of diesel fuel sends food costs skyrocketing
Housewives resent waiting on gas lines to fill family car
Restaurants and resorts report significant drop in customers -- many close
Survey reports hopes for "good life" dim

LESSON 4

Aim:

How do we write the introduction to a report?

Outcomes:

1. Given a minimum number of categorized items, students will develop introductory report paragraphs.

2. Students will understand the relationship between the introductory paragraph and the rest of the report.

Note to Teacher:

This lesson is designed for those students who have difficulty beginning the report. It will provide them with the minimal structure for the introductory paragraph.

Teachers should feel free to embellish the lesson with other traditional methods of teaching the "attention-getting" or creative introductory paragraph.

Motivation:

Dramatize two introductions of a new person into a group. In the first introduction, introduce the person simply by name. In the second, provide additional information. For example, "I want to introduce my friend Dave. He plays basketball for Morris High and wants to be a dee-jay."

Which of the introductions will make it easier to talk to Dave? Why?

What did the person making the second introduction know that the person making the first did not?

Set aim.

Procedure:

(Note to teacher: Provide students with a report title and a minimum number of categorized items appearing under their appropriate headings.)

Example:

People's Destruction of the Environment

Land	Water	Air
buried chemical waste dissolving garbage in the streets	fish dying water not drinkable	car and factory exhaust causes health problem Los Angeles covered by yellow blanket

1. Ask students how they would begin their reports if provided with the information listed. Elicit that they need a sentence providing the reader with the topic under discussion.

2. Ask them what else they would need in the introduction. Show the students that they need cite only the categories under discussion and not the individual items. The categories should be mentioned in the order in which they will be developed in the body of the report.

3. Develop model with class.

> Example:
>
> No matter where you look nowadays, you see evidence of how people are destroying the world in which they live. People have contaminated everything about them. As a result, the land, the water, and the air have suffered.

4. Summary:

   Where in the paragraph do we let the reader know the topic of our discussion?

   From the information provided in the introduction, what will be discussed in the next paragraph? How do you know? In what order will "land", "air", and "water" be discussed?

Application:

Note to teacher: Teacher may wish to develop introductory paragraphs from the information provided below with the entire class or employ various workshop techniques.

Popular Music in 20th Century

Dixieland Jazz	Big Bands	Hard Rock
improvisational roots in Deep South	primarily for dancing melodious	driving beat highly sexual in content

The following was taken from an interview concerning the status of education in the Soviet Union.

Education in the Soviet Union

Students	Teachers	Government
all wear uniforms required to attend eight hours a day	require students to learn what Communist party says	will not tolerate truancy rewards outstanding achievers

Assignment:

Teacher should design similar practice questions from which students will write an introductory paragraph.

Supplementary Material - Units I & II

The following material is provided to enable the teacher to offer additional model RCT type exercises to his or her class. These exercises are written at various ability and interest levels and should be assigned accordingly.

For your social studies class, you have been asked to prepare a report on the life of Harriet Tubman. You have taken these notes. Organize them into a well-written report of about 200 words. Do not omit any of the items.

Notes

_____ worked as nurse to aid dying soldiers

_____ buried in small town upstate New York

_____ scarred by overseer for helping a slave

_____ called "General Tubman"

_____ cured soldiers' dysentery with roots and herbs

_____ in 1844 she married a free black man

_____ Underground Railroad

_____ new problem - jobs and education for freed slaves

_____ born a slave on a plantation in 1821

_____ fought for women's rights after war

_____ Fugitive Slave Law (1850) made mission more difficult

_____ raiding mission for army

_____ freedom for slaves no longer a problem

_____ consulted by army leaders

_____ $1200 from biography eased old age

Time magazine has named Jeff Reynolds "The most promising young actor of the year." Jeff happens to be a graduate of your high school and has returned to address the Drama Club. You were present at his speech and took the following notes. You now want to use your notes to write a report for your school newspaper.

__ mother, frustrated actress, biggest influence
__ Time magazine article brings several offers
__ focus – impact of arts on politics
__ big break, lead broke leg
__ fed up with commercials
__ plans to study Shakespeare with Old Vic in London
__ worked as singing waiter to pay rent
__ won Juilliard scholarship for acting
__ earns $750,000 from commercials
__ understudied lead part in Chorus Line
__ bought Park Avenue cooperative apartment
__ ninth-grade drama class beginning of acting experience
__ invited by most respected director to join repertory company
__ will use influence with Board of Education for stronger drama curriculum
__ ultimate dream - director's chair
__ touring country with hit play

Organize these notes into well written report. To help you organize your report, rearrange your notes on scrap paper before you write your first draft. In your report, be sure to include all the information in the notes.

Your health studies teacher has asked you to attend a speech given by Mark Hammer , the author of a biography of Joe Louis, the former heavyweight champion. You are to write a report on your interview for your health studies class. The notes you took are in the box below.

Broke - can't find a job

Married three times

Worked in cotton fields at age of 8

Hero of millions of Americans

Warm, loving mother

K.O'd Schmeling in first round of rematch

Suffered stroke

Born in Alabama

Dozens of "friends" live off Joe

Won heavyweight title from James Braddock

Left school without high school diploma

Helped U.S. government in World War II

Confined to wheelchair

One of 11 children

Deserted former "friends"

Lost title to Max Schmeling

Said he had no regrets

Organize these notes into a well written report. To help you organize your report, rearrange your notes on scrap paper before you write your first draft. In your report, be sure to include all the information in the notes.

All term long in your economics class you have discussed the value of being a wise consumer. For your final project, your teacher has asked you to report on one purchase you made after applying the principles learned in his class. You have saved a long time to buy a radio/tape recorder and you will use your consumer-economics knowledge in order to get the best value for your hard-earned money. As you read Consumer Reports magazine, you take the following notes on the Supersonic Radio/Cassette Recorder.

Notes

__rated best for speed and accuracy

__often picks up outside interference

__has below-average sensitivity to air-waves

__comes equipped with pause control

__stereo headphones not included in price

__special feature shoulder strap

__weighs 6-3/4 pounds, two pounds less than Ultrasound

__FM stations rated poorly for sound

__AM stations rated better than average

__Cost $150

__highly resistant to shock when dropped

__antenna has sharp point

Organize these notes into a written report. To help you organize your report, rearrange the notes on scrap paper before you start to write your first draft. In your report, be sure to include all the information in the notes.

You are writing an article for your school newspaper. The editor has arranged for you to go to Lincoln Center in New York City to see the ballet Swan Lake. The editor has asked you to interview the lead ballerina, Natalia Makarova, and to find out from her what a dancer's life is like. You took these notes, and now you are ready to write your report.

Notes

__ 10 hours of rehearsal each day

__ excitement of a live audience

__ eats yogurt for lunch, salad for dinner

__ live performance nightly is dancer's dream

__ easy to strain leg muscles

__ wears out one pair of ballet slippers each performance

__ must weigh 100 pounds

__ all performers work together to make ballet a success on stage

__ stretch for one hour, from 5 - 6 A.M.

__ loves the costumes

__ strict discipline required to keep in shape

__ enjoys playing different roles like Giselle and Odette/Odile

__ dance master requires 200 sit-ups daily

__ must follow orchestra cues for perfect timing

Organize these notes into a well written report. To help you organize your report, rearrange the notes on scrap paper before you start to write your first draft. In your report, be sure to include all the information in the notes.

The teacher of your science class has asked you to attend a conference on the conservation of energy resources sponsored by Con Edison. You are to write a report on the conference and read it to your science class. The notes you took during the conference are in the box below.

Turn home thermostats down at night

Try 4-day work week

Prohibit new kinds of electric home appliances

Double license tax on "gas guzzlers"

Keep office air conditioners above 78^{o}

Well-tuned car motors

Prohibit windowless office buildings

Get tough on speeders

Develop solar homes

U.S. can cut energy use by 30%

Better mass transit - a must

Close all office buildings after dark

Dripping hot water faucet equals wasted energy

Three experts agree

Build smaller cars

Tax refunds for home insulation

Develop gasohol

Organize these notes into a well written report. To help you organize your report, rearrange the notes on scrap paper before you write your first draft. In your report, be sure to include all the information in the notes.

PERSUASION

UNIT III

LESSON 1

Topic:

Persuasion

Aim:

How can we make an effective argument?

Outcomes:

Students should recognize the importance of the following in making an effective argument:

1. thinking
2. analyzing the problem carefully
3. determining point of view
4. making a clear statement of point of view
5. stating at least two reasons to support point of view

Motivation:

Tell the class that the school is considering changing the homework rule regarding the assigning of homework on weekends. Tell the students that they must try to come to a consensus on this issue so that you can relay their feelings to the principal. Give them time to develop arguments. Ask what arguments they have formulated.

Transition:

What group interactions took place to help you develop your arguments?

Statement of Aim:

"How can we make an effective argument?"

Procedure:

1. Distribute exercise "Young-Old Relationships"
2. Allow students approximately thirty seconds to begin reading. Stop them and ask them what they are doing and why. (Elicit: I began reading so that I would know what to do.)
3. Have students finish reading.
4. Now that we have read the entire question, what should we do? (Elicit: Understand exactly what the question is asking.)
5. Read question aloud while class underlines key words and phrases. List key words on the board.
6. Refer the students to questions A,B,C.
7. Ask students to answer questions A,B,C in their notebooks. Allow students about five to eight minutes. Stress the importance of thinking about the best possible answers before writing.
8. What, exactly, is the problem to be discussed? Why do the relationships between young and old people need to be improved?

9. How do you suggest the relationships between young and old people could be improved?

Possible suggestions:

-- Old people should work as volunteers in schools.
-- Young people should volunteer to do shopping and minor chores for old people.
-- Families should stay together rather than send old people to nursing homes.

10. Choose one suggestion from students' responses and write it on the board.
11. How will this suggestion help to improve the relationships between young and old people?
12. Looking at the reasons listed, why do you now feel that you have made a suggestion that the principal will consider?
(Elicit: We have several good reasons to support our point of view.)

Summary:

What steps have we taken to convince the principal that we have a worthwhile suggestion?
(Elicit: List of outcomes.)

Assignment:

Complete the exercise, steps 1-4.

Exercise: Young-Old Relationships

The principal of your school has asked you to suggest one way in which the relationships between young people and old people in your community can be improved.

Write a composition of about 150 words describing your one suggestion. Give at least two reasons why you believe this suggestion will improve young-old relationships. Explain each reason.

Keep in mind that the purpose of your composition is to make a worthwhile suggestion that the principal will accept.

1. Describe your one suggestion clearly.
2. Explain your two reasons carefully.
3. Write complete sentences.
4. Check your paragraphing, spelling, punctuation, capitalization, and usage.

Answer in complete sentences.

A. What is the problem to be discussed?
B. Why do the relationships between young and old people need to be improved?
C. How do you suggest the relationships between young and old people could be improved?

LESSON 2

Topic:

Persuasion

Aim:

How do we analyze a question in order to write an effective argument?

Outcomes:

Student will:

1. analyze topic or problem presented to them
2. determine the point of view
3. know the number of reasons and explanations
4. know to whom composition is addressed and why it is important to know this
5. understand the form and length of the composition

Motivation:

Open lesson by presenting students with Question A on juvenile offenders. All students are to be involved in the motivation by asking them to list five things the question asks them to do.

Transition:

Ask: How did you go about deciding what five things you had to do?

Medial Summary:

Ask: What is necessary to understand in the question before we start writing?

Elicit: The topic on which you must write

The position you must take

The number of reasons and explanations you need to support your position

The person to whom you are writing

The length of your composition

Ask: To summarize, what must you do before you write?

Elicit: You must read, understand your answer, and analyze the question before you write.

Further Development:

1. Distribute the form with the evaluating questions.
2. Complete question B with whole class, following same procedures set with question A.
3. Have students do question C by themselves.
4. Review the answers together.

Summary:

Why is it important to analyze a question before we write an answer?

Assignment:

Analyze questions D, E, F. Use the evaluating questions just as we did in class. (Note to teacher: Evaluating questions are found at end of lesson.)

Question A:

The state legislature is considering a proposal to punish juvenile offenders (12-16-year-olds who have committed violent crimes) as though they were adults. Write a letter of about 200 words to your representative stating whether you are for or against this proposal. You must provide at least two reasons to support your point of view and an explanation of each reason. Keep in mind that the purpose of your letter is to convince your representative that he/she should accept your point of view.

Question B:

Your grandfather, who lives in California, has just been laid off from his job because he is too old. He is undecided whether or not to file a formal protest to the Supreme Court of California or to accept his retirement. He is seeking advice from his family before making up his mind. There have been tremendous arguments in the family as a result of this incident.

Write a letter to your grandfather stating your opinion on the topic. In it, suggest whether he should pursue the case or whether he should accept his retirement. Write only the body of the letter. Your composition should be about 200 words in length.

Question C:

You have to prepare a persuasive speech to the class on the following topic:

> Parents should be forced to pay for the vandalism and the other acts of destruction performed by their children.

Your teacher has told you that you may argue in favor of, or against, the topic.

Write your speech in the form of a composition that clearly states your point of view on the topic.

Your composition should be approximately 200 words in length and should give at least two reasons for your point of view on the topic. Each reason should be explained fully.

Question D:

Your uncle's grocery store has just been robbed for the third time. Naturally, the entire family is very upset, but your uncle is beside himself with anger. He has informed the family that, from now on, he is going to carry a gun. Your parents have invited your uncle and other family members, including you, to a family discussion on the merits of your uncle's decision. Since this will be the first time you have ever been asked to attend one of these meetings, you have decided to write your thoughts on paper before the meeting so that you can clearly explain your position to your uncle.

Write a composition of about 150 words stating your position on the matter of your uncle's carrying a gun. Give at least two reasons why you feel this way. Be sure that you explain each reason very clearly. Keep in mind that you are hoping to convince your uncle that he should accept your point of view.

Question E:

Two months ago your best friend moved to Chicago. He has written you a "down" letter. He has been doing poorly in school and has had other problems adjusting to Chicago. Your friend writes that he is thinking of leaving school and enlisting in the armed services because that would be the best solution. Your friend has asked for your opinion.

Write a letter to your friend in which you state your opinion on your friend's idea to enlist in the armed services.

Give two reasons to support your opinion. Give a full explanation for each reason.

Write only the body of the letter, which should be at least 200 words long.

Question F:

Your grandmother is dying of cancer. A top-notch team of doctors predicts that at the most she can live only a few months longer, and there is no chance that she can get better. Her brain has been affected by her illness. She is in a coma and unable to recognize anybody.

At present your grandmother is kept alive by a life support system. She has to be cared for around the clock while in the hospital.

The doctors say that they are willing to take her off the life support system and permit her to die if the family gives its permission.

Write a composition of 150 words telling the director of the hospital whether you want your grandmother to be taken off the support system or to be kept on it.

Once you have established your point of view, give at least two reasons to support it. Be sure to explain both reasons fully.

EVALUATION SHEET

Audience:

1. To whom is the suggestion being presented?
2. Why is it important to know this?

Topic, Issue:

3. What is the problem or question about which you have to write?

Position:

4. What position are you asked to take on this problem or question?

Reasons/Explanations:

5. Hom many suggestions?
6. How many reasons?
7. How many explanationa?

Length:

8. How long should it be?

Note: There are many forms the evaluation sheet can take. One alternative appears below:

Question #	Topic/Issue	Position	Number of Reasons-Explanations	Length	Audience

80

LESSON 3

Topic:

Persuasion

Aim:

How can we state our point of view effectively?

Outcomes:

1. Students should be able to move from analyzing a question to writing a clear statement of their point of view.
2. They should be able to see that the statement includes the point of view and the relationship to the problem.

Review of Homework:

1. Divide the class into groups.
2. Homework answers are read aloud and compared. A consensus is reached.
3. Unite the class. Go over homework and answers with the class.

Procedure:

Select one of the model questions assigned for homework.

Example: Uncle's Grocery Store

Ask: What is the question or problem about which you have to write?

Elicit: The problem is: Should my uncle carry a gun?

Ask: What is your opinion and why?

(Teacher should set up the board with pro and con arguments. Teacher must not accept arguments that have no reason or basis.)

Probing Questions:

1. If your uncle has the right to carry a gun because he feels threatened, why shouldn't anybody who feels threatened have the same right?
2. If the law is unable to protect decent, hard-working people like your uncle, how else is he supposed to protect himself?
3. What might be the possible results of your uncle's following your suggestions?

Ask: Why have we examined both sides of the problem so carefully?

Elicit: We have examined the problem so carefully so that we can fully understand the problem before stating our opinion.

Ask: Write your opinion on this problem in one sentence.
(Teacher should circulate around the room and select typical and atypical answers.)

Model Answers:

1. My uncle should not carry a gun even though he has been robbed three times because the more guns there are in people's hands, the more murders and suicides occur.
2. My uncle should carry a gun since he has been robbed three times and he needs to protect himself.

(Teacher should work to eliminate extraneous phrases, such as: I feel, in my opinion, well, etc.)

Summary:

Refer to the two statements on the board and ask:

What do both of these statements do?

(The teacher should work to show that each of the statements divides into two parts which may be underlined for the class.)

Elicit:

The statement presents:

1. a clear statement of a point of view

and

2. its relationship to the problem without citing specific reasons.

/ Note: Since the next lesson is self-contained, the teacher may use the homework assignment for this lesson to reinforce any skill previously taught. With a more advanced class, the teacher may wish to skip the next lesson, and to use its content as the homework assignment for this lesson./

LESSON 3—SUPPLEMENT

Topic:

Persuasion

Aim:

How can we state our point of view effectively?

Outcomes:

1. Students should be able to write a clear statement of their points of view.
2. They should be able to see that the statement includes the point of view and the relationship to the problem.

/Note: If the teacher feels that the students need this lesson, the following drill technique is suggested/

Aim:

How can we state our point of view effectively?

Procedure:

1. The teacher will choose one of the remaining questions from Lesson 2.
2. The teacher will ask a number of probing questions so that the class will fully understand the nature of the problem before writing a point of view statement.
3. The teacher will direct the class to formulate and write a point of view statement.
4. The teacher may wish (if he/she feels it is desirable) to state the opposite point of view. This will help the student to develop flexibility and fluency in stating a point of view.

   The teacher will review the criteria for formulating a point of view statement as stated in the summary to Lesson 3.

5. The teacher will continue the procedure with other questions from Lesson 2. The teacher may introduce other questions of current interest or controversy.

LESSON 4

Topic:

Persuasion

Aim:

How can we develop convincing reasons to support our point of view?

Outcomes:

1. Given a point of view on a topic with which they are familiar, students will be able to develop adequate reasons to support that point of view.
2. They will learn the necessity of taking into consideration the particular audience to whom their argument is addressed.

Motivation:

Present the class with the following problem:

> Your school is planning a three-day senior trip to Washington, D.C. You want to go and know you will have a great time if your best friend and girl friend (or boy friend) go also.
>
> Neither your best friend nor your girl friend (or boy friend) is particularly interested in going.
>
> In addition, the trip is expensive. As a result, your parents have questioned whether the trip is worthwhile.

Ask:

A) What do you have to do to deal with the problem?
B) What three people do you have to convince?

Set Aim:

How can we develop convincing reasons to support our point of view?

Procedure:

1. Draw three columns on the board. Head one column "parents," the second column "best friend," the third column, "boy friend or girl friend."
2. Have the students suggest reasons to convince parents. List them in the appropriate column.
3. Have the students suggest reasons to convince their best friends. List them in the appropriate column.
4. Have the students suggest reasons to convince their girl friend (boy friend). List them in the appropriate column.

(Note: For this lesson to be successful, the teacher must be accepting of reasons in which the students believe.)

5. Which are the best reasons in each column? Why?
6. Have the class reach a consensus on the two or three best reasons in each column.

Medial Summary:

How did we decide these were the best reasons?

Tell the class we are going to find out how good these reasons are.

Then, erase the headings from the columns. On the parents' column write "girl friend or boy friend."

On the best friend's column, write "parents."

On the boy friend's (or girl friend's) column, write "best friend."

With headings switched, the students evaluate the effectiveness of their reasons.

(Note: Have fun in the class.)

Establish why the wonderful reasons we had three minutes ago are now inappropriate.

Ask:

What did I change that made the reasons no longer effective?

Ask:

How can we make them effective again?

Summary:

What point do you think we have made by changing the headings of the columns?

(Develop fully the importance of addressing the reason to a specific audience.)

Assignment:

The teacher should construct, from a topic of current interest, a problem parallel to that of the motivation.

Students should be required to develop appropriate reasons for each audience.

LESSON 5

Topic:

Argument- Persuasion

Aim:

How can knowing the cause of a problem lend to a suggestion for its solution?

Outcomes:

1. Students will use the following procedure in offering a suggestion for a solution to a problem:

   a) define the problem
   b) state the cause of the problem
   c) ask why the cause exists
   d) make a suggestion based on the response to, "Why does the cause exist?"

2. Students will see that a different definition of the cause of a problem will lead to a different solution of the problem.

(Note to teacher: This is essentially a lesson in thinking; it presents students with a simple process of analyzing a problem so that they can offer an appropriate solution to the problem.)

Motivation:

I have a problem about which I would like your advice. There is a student in one of my classes who comes to class regularly, contributes to the discussions, passes tests, but is failing the class because he/she has not handed in the homework or done the required book reports. You remember that I said that if homework and the required book reports were not done, a student would fail. Should I fail him/her?

Elicit: Students have to understand the cause of a problem before they can make a suggestion to solve the problem.

Set Aim:

How can knowing the cause of a problem lead to a suggestion for its solution?

Procedure:

1. Present the students with the following question.

Question

Many people have commented on the fact that the streets of New York are dirtier than those in any other city in the United States. Make one suggestion on how to improve this situation. Give two reasons why you think your suggestion will be effective. Explain each reason. Write only the body of this letter. Write this letter to the Commissioner

of the Department of Sanitation. Your letter should be at least 200 words in length.

2. Have the students identify the problem.

Ask: What is the problem about which you must write?

Elicit: We must write about the problem of sanitation in New York City.

Ask: Why is there such a problem with sanitation in New York?

Elicit: At least three possible causes which the teacher should put on the board under the label CAUSES OF PROBLEM.

Suggested Causes:

A) Littering laws are not strictly enforced.
B) Some sanitation men do not work hard enough or long enough.
C) People just do not care about keeping their streets clean.

Note: Many other choices are possible and can be developed in a similar manner.

Ask: Why aren't littering laws strictly enforced?

Elicit: The police have more important problems. There aren't enough police to enforce all the laws.

Ask: If this is the problem, what's wrong; how can you solve it?

Have students make a specific suggestion.

For Example:

We could have "sanitation maids" to give out summonses to people who litter, just as we have meter maids to enforce parking laws.

Medial Summary:

Ask: How did we get this suggestion?

Elicit:
A) We defined the problem.
B) We found a cause for the problem.
C) We asked "Why?"
D) We made a suggestion that came from the "Why?"

3. Proceed with the second cause.

Ask: We have the second cause of the problem. What question should we ask ourselves so that we can make a good suggestion?

Elicit: We must ask, "WHY don't some sanitation men work hard enough or long enough?"

Ask: Why don't some sanitation men work hard enough or long enough?

Elicit: Some sanitation men don't live in the neighborhoods they clean, and so they don't care as much about the neighborhood.

Ask: If this is what's wrong, how can we improve the situation? What suggestion can you make?

Elicit: Sanitation men should work in the neighborhoods in which they live.

Medial Summary:

Ask: How did we get this suggestion?

Elicit: D - C - W - S Define, Cause, Why, Suggestion

A) We defined the problem.
B) We found a cause.
C) We asked "Why?"
D) We made a suggestion from the "Why."

4. Proceed with the third cause.

Ask: Why don't people care?

Elicit: They aren't taught to value their city.

Ask: What suggestion can you make to improve this situation?

Elicit: Parents should teach children from an early age to take care of their neighborhood and their city by setting an example.

Summary:

Ask: How did we arrive at the suggestion that parents should train or teach their children?

Elicit: We followed the steps: Define - Cause - Why - Suggestion

Ask: Did we follow the same or a different procedure for the first cause? .. for the second cause?

Elicit: We followed the same procedure.

Ask: If we followed the same procedure each time, why did we end up with a different suggestion each time?

Elicit: Each cause of the problem will lead us to a different suggestion.

Ask: Once you have the cause, what is the key question we must ask in order to give the suggestion?

Elicit: We must ask "WHY?"

Ask: Why must we ask "WHY?" ?

Elicit: It helps us to get a solution to our problem, which is really the suggestion; helps us form a worthwhile suggestion.

Erase the board.

Ask: What are the steps we followed in arriving at our different suggestions?

Elicit: Defined problem . . . . developed cause . . . . asked, "Why?"
Made a suggestion to solve the problem.

Suggested Chalkboard Chart

Cause	Why	Suggestion
1. Littering laws are not strictly enforced.	There aren't enough people to enforce the law. The police have more important problems.	Have "sanitation maids" to enforce littering laws.
2. Some sanitation men don't work hard enough or long enough.	Sanitation men don't work in the neighborhoods they clean, and so they don't care as much about the neighborhood.	Sanitation men should live in the neighborhoods in which they work.
3. People just don't care.	They aren't taught to value their city.	Parents should teach children from an early age, by example, to take care of their city.

Assignment:

Suggestions

1. Hire "Sanitation maids" to enforce littering laws.
2. Develop one reason to show why you feel that is a good suggestion.
3. Use your reason as a topic sentence of a paragraph. Then complete the paragraph explaining to the class why you think your reason is a good one.

LESSON 6

Topic:

Developing Explanations to Support Reasons

Aim:

How can we develop explanations that will make our reasons convincing?

Outcomes:

(1) Students should be able to write two reasons to support the suggestion to solve the problem. In other words, students should make the reason come to life.
(2) Students should be able to see that the explanation dramatizes the reason.
(3) Students should be able to write an explanation for each reason by asking two key questions: "What if the suggestion were followed?"; "What if the suggestion were not followed?"

Motivation:

The teacher should present the following paragraph to class and explain that it is the completed homework assignment written by a student from another class.

> One reason why hiring sanitation maids will help create a cleaner city is that they will give tickets to people who litter. People litter because they are not afraid of getting tickets. If they were afraid of getting tickets, they would not dare to throw their garbage in the streets.

Ask: What has this student done correctly?

Elicit: He/she has stated the reason and given an explanation.

Ask: Refer to your own homework; what difficulties have you had in writing sentences that explained your reasons?

Elicit Aim: (with students)

How can we develop explanations that will make our reasons convincing?

Procedure:

(1) Erase everything from the paragraph on the board except the topic sentence.
(2) Ask the class to visualize the following scene:

I am taking my garbage in a plastic bag out to the sidewalk. The bag breaks and the garbage is beginning to spill. I look to my left, and, lo and behold, a sanitation maid is walking toward me. What do you think I am going to do?

(3) Let us see if we can use the story which I began and you finished as an explanation for our reason.

Example:
One reason why hiring sanitation maids will help create a cleaner city is that they will give tickets to people who litter. For example, take the case of a person who is putting out garbage and the garbage bag breaks. He/she sees the sanitation maid walking down the block with her book of tickets in her hand; the person will be sure to pick up any garbage that falls on the sidewalk.

(4) Ask class for other examples of how having many sanitation maids in the city will improve the way people dispose of their trash.

(5) Develop one or two of the best examples on the board.

Medial Summary:

How have we improved upon what we originally had on the board?

How did we get such interesting explanations for our reason? (Bring students to understand the power of an example that explains the reason.)

Procedure: (continued)

(6) Remember when I was taking out my garbage and the garbage bag broke. What if the city did not have any sanitation maids? (Teacher may wish to recreate the original situation adding this new twist.)

(7) Develop on the board a sentence or sentences for this new situation.

Sample:
On the other hand, take the same case of the person whose garbage bag breaks. If there are no sanitation maids and he/she does not fear getting a ticket, you can be sure that he/she is not going to bend over and pick up the garbage whith his/her bare hands.

(8) What same thing happened in both stories?

(9) How are the stories different?
Why are the stories different?

(10) Refer students to the suggestion (i.e., Have sanitation maids enforce littering laws).

(11) Ask the students what our first story illustrates about the suggestion. Elicit that it tells us what would happen if we had sanitation maids. Circle the appropriate part of the paragraph and label it "IF."

(12) In the same manner, ask students what the second story illustrates about the suggestion. Follow the same procedure and label the appropriate part of the paragraph "IF NOT."

Summary:

(1) What two questions did we ask about the suggestion in order to develop our explanation?
(2) Direct students to Suggestion 3, Lesson 5.
Ask them what questions they should ask to help them develop interesting explanations.
(3) How can we develop explanations that will make our reasons convincing?

Assignment:

Write the first part of the answer to the question below.
a) Write an introductory paragraph in which you state your point of view.
b) Write a second paragraph which you begin by stating one reason that supports your point of view.
Be sure that you provide an appropriate explanation for your reason. Develop this explanation by following the procedures which we learned in class today.

Question:

Last year, our school lost $14,000 because students did not return all their textbooks. The principal has proposed that all students be required to make a deposit of $10 each term before they receive any textbooks. At the end of the term, the deposit would be returned if all the books were returned in good condition. If the books were not all returned in good condition, the student would lose part of the deposit in order to cover the school's loss. The principal has agreed to follow the opinion of the majority of the students on this matter. Write a letter of about two hundred words to the principal in which you state your point of view. Give at least two reasons to support your point of view, and provide an explanation for each reason. Keep in mind that the purpose of your composition is to persuade the principal to accept your point of view.

LESSON 7

Topic:

Writing a Persuasive Paragraph

Aim:

How can we write a paragraph that will persuade the person to whom we are writing?

Outcome:

1. Students will develop their reasons, with explanations in paragraph form.

2. Students will judge the paragraphs of their classmates and recommend improvements.

3. Students will develop the ability to distinguish between convincing and unconvincing paragraphs.

4. Students will learn to revise their writing based on the comments of their peers.

5. They will receive further exposure to the importance of directing their argument to a specific audience.

Motivation:

Refer to homework question.

Ask students to state their point of view.

Ask students to read the sentence in the second paragraph of their homework that expresses the reason that supports their point of view.

List pro and con reasons on the board.

Ask: "How can you tell if you have explained your reason in a way that will convince the principal?"

Set Aim:

How can we write a paragraph that will persuade the person to whom we are writing?

Procedure:

1. Divide class into groups.

2. Conduct one model group while the rest of the class listens.

   Direct the group to pretend they are the principal. They are to ask themselves: What was the most convincing part of the explanation? How can the explanation be made more convincing?

   The teacher takes a sample paragraph from the group and reads it.

   Ask: How can I make my paragraph more convincing? (Teachers should choose a model with an apparent need for improvement. They may ask further specific questions to elicit the desired explanation.)

   (Note to teacher: At all times, emphasize that the principal is the one who has to be convinced and that arguments should be directed to the principal.)

3. Groupwork: Let class work in individual groups. Before doing so, tell them that they will work to improve each other's paragraphs (just as you did with the model group), and that each group will choose one or two of their paragraphs to be read to the entire class.

4. Have students revise their paragraphs on the basis of their group's suggestions.

Summary Procedure:

After each group has selected what it considers the most convincing paragraph, either a student or the teacher reads the paragraph to the class.

Ask: What was the most convincing part of the explanation? Is there any way you can suggest to make the paragraph more convincing?

Ask: What is the key to writing a persuasive paragraph?

Elicit: Being able to give a reason and an explanation that are convincing to the person to whom you are writing.

Assignment:

Complete your letter to the principal by writing another paragraph in which you state your second reason and develop it with a convincing explanation, as we did in class today.

LESSON 8

Topic:

Drafting a Useful Blueprint for a Persuasive Essay

Aim:

How can we draw a useful blueprint for writing a persuasive essay?

Outcomes:

1. Students will analyze a complete model persuasive essay and discern key structural elements of the essay, including:

    a. statement of the main idea
    b. first reason
    c. explanation of the first reason
    d. second reason
    e. explanation of the second reason
    f. concluding statement

2. Given a question calling for the writing of a persuasive essay, students will create their own visual structure in block form, including all items listed in outcome #1.

Motivation:

The teacher asks the class to observe a neighboring building and asks them to tell what they observe about that building.

Elicit: bricks, windows, terraces, cement.

The teacher tells the class that he/she can remember when there was an empty lot where the building now stands, and asks, "How was the architect able to change an empty lot into a building complete with terraces and bricks?"

Elicit: Planning and structure were necessary. This is how we got from the blueprint to the digging and laying of the foundation to erecting a steel framework to the completed product.

Ask: Why was this planning and structure necessary?

Elicit: It was necessary so that the building wouldn't collapse.

(Note: Teachers may use other examples that will lead the students to see the necessity for a plan and an underlying structure.)

Ask: What other things in our daily lives require planning plus a structure that is beneath the surface?

Elicit: Houses, human bodies, cars.

Ask: As writers of essays and compositions, how can we, too, be architects?

Set Aim:

How can we draw a useful blueprint for writing a persuasive essay?

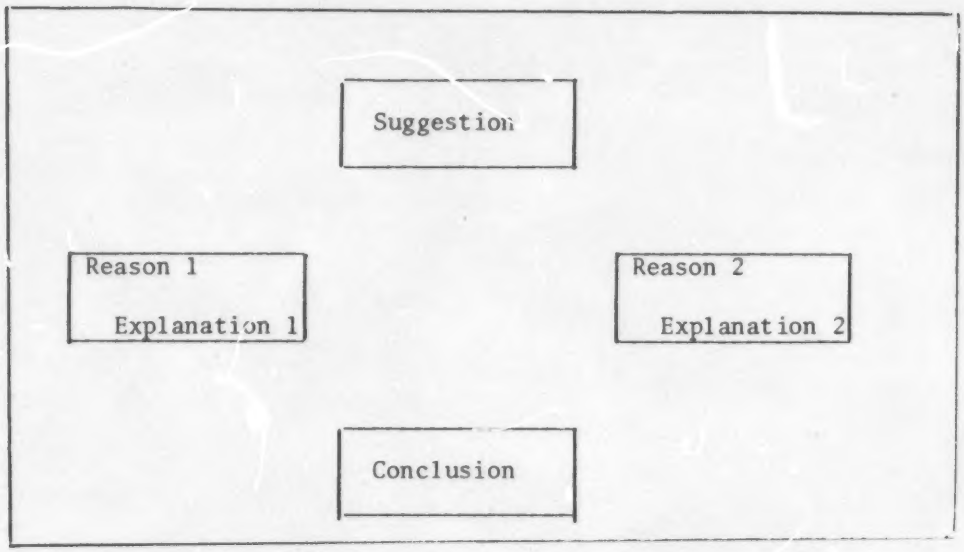
Procedure:

1. The teacher will distribute the model question and essay.
2. The class will read the question and essay.
3. Ask: How many paragraphs are there in this essay?

   Elicit: There are four paragraphs.
4. Have the students reread the question. Direct them to underline the key words that tell them what the question requires them to write.

   Elicit: The question asks that we provide one suggestion, two reasons, and an explanation for each reason.
5. Let us look at the first paragraph. Which one of the required elements do we find there?

   Elicit: We find the suggestion. (The teacher draws a box on the board and labels it "Suggestion.")
6. The teacher asks similar questions for paragraphs two, three, and four, and develops the following blueprint on the chalkboard:



Medial Summary:

7. Ask: Do you think the writer of this essay drew a blueprint before he/she began writing this essay or after he/she completed it?

   Ask: In the same manner by which the architect of our building drew a blueprint before beginning the building, why did the writer of this essay probably draw a blueprint before beginning writing?

   Elicit: A writer needs a simple blueprint before beginning to write so that the essay will have a strong foundation.

8. Now we are going to become architects of essays and draw our own blueprints.

9. Teacher distributes the homework question.

10. Direct students to read and analyze the question to determine what the question requires.

11. Draw a blank blueprint on the chalkboard.

    Ask: What is the first step in planning your essay?

    (Develop the need to make an effective, clear suggestion that responds to the problem.)

12. Direct students to write their suggestions. Circulate around the room providing students with assistance in formulating their suggestions.

13. After most students have formulated a suggestion, ask students what suggestions they have written.

    List several suggestions on the board.

    (Teacher should emphasize that there are many acceptable suggestions.)

14. Ask: How will you know if your suggestion is a good one?

    (Develop the understanding that it should be easy to develop two good supporting reasons if you have a good suggestion.)

15. What should you do if you find that you cannot develop two good reasons for your suggestion?

    (Have students see that they will have to alter their suggestion.)

16. What do we still have to do to complete our blueprint?

Summary:

A famous architect once said, "Give me a good blueprint, and I'll give you a building that will last forever." What do you think is meant by such a statement?

Elicit: A good blueprint is necessary for the proper construction of a building.

Ask: In order for us to properly construct a blueprint for a persuasive essay, what elements must our blueprint contain?

Elicit: The six items in outcome #1:

1. a statement of the main idea
2. the first reason
3. an explanation of the first reason
4. the second reason
5. an explanation of the second reason
6. A concluding statement

Assignment:

Students are to complete their blueprints for the homework question. Emphasize that students, when they have completed their blueprints, should be able to envision the completed essay.

Homework Question:

Activities in your school have always centered around helping the members of its student body secure a good education for themselves.

You are concerned about the starving people of the world, such as those in Cambodia. In your opinion, your school has not made an effort to help the needy. You would like to see the development of organized activities that would directly involve the members of the student body in helping improve this situation in other parts of the world.

Write a composition of 200 words persuading the principal of your school that there is a need for an organized plan to help the starving people of the world. Suggest one way that your school could achieve this goal. Give two reasons to support your suggestion and explain each reason fully.

- -

Model Question:

Many people have commented on the fact that the streets of New York are dirtier than those of any other city in the U.S. Make one suggestion on how to improve this situation. Give two reasons why you think your suggestion will be effective. Explain each reason. Write only the body of this letter. Write this letter to the Commissioner of the Department of Sanitation.

Model Answer:

(Note to teacher: This is not designed to be a perfect answer to the question; it is designed to be a model that students will perceive as possessing a clearly visible structure. It should be perceived by students as an attainable standard.)

One suggestion that will help your department improve the appearance of the streets of New York City is to require that sanitation men live in the neighborhoods they are assigned to clean. This suggestion will have a good effect on the attitudes of the sanitation men and on the residents of the neighborhood.

One reason that having sanitation men reside where they work will improve our city's cleanliness is that sanitation men are like everybody else - they care the most about where they live. If a sanitation man knows that his wife and children are going to be walking on the street that he is cleaning, he is going to be very sure that he picks up every single piece of broken glass. Likewise, he will want to make sure that the street isn't full of broken-down and abandoned automobiles. If he owns a house in the neighborhood he cleans, you can bet he will be motivated to make sure that every drop of garbage gets into the truck and not a bit falls into the gutter. He is going to work as hard as he can to increase the value of his home by making it a spotless neighborhood. On the other hand, if a sanitation man lives thirty miles from where he works, he may do his job satisfactorily, but he is not going to put in that little extra work that is needed. He may place the trash in the truck the way he is supposed to, but when a piece of garbage falls out onto the street he is not going to run back to pick it up.

Another reason for having sanitation men work where they live is that it will have a good effect on people in the neighborhood. When people know that their next door neighbor is the man on the sanitation truck, they will take extra care to wrap and bag their trash so that it can be picked up easily. Even in little things, like throwing candy and gum wrappers in the street, most people will be more careful when they know that they are making more work for their neighbors. This good influence should extend to even the families and children of people living in the neighborhood. On the other hand, when the sanitation man is a stranger, people won't think twice about making extra work for him.

Thus you can see that having sanitation men live where they work will unite the sanitation men and the residents in a common effort to improve the neighborhood where they both reside.

LESSON 9

Topic:

Making and Evaluating Blueprints for a Persuasive Essay

Aim:

To practice making and evaluating blueprints for a persuasive essay

Outcome:

1. Students will gain facility in developing blueprints to answer the "persuasive essay" question.

2. Students will practice analyzing the effectiveness of their blueprints and those of their peers.

Motivation:

Yesterday, I told you about the famous builder who once said, "Give me a good blueprint, and I can construct any building in the world."

Now one day, somebody asked, "That's fine, but how do you know that what you have in front of you is a good blueprint?"

What do you think the famous builder answered?

(If you don't get an answer, tell class, "When I look at a good blueprint I can see how the finished building is going to look.")

Now, turn to the blueprints that you did for homework. How can we tell if it's a good blueprint?

Elicit: You should see the way the finished essay is going to look.

Criteria:

Four paragraphs
Introduction - with suggestion
Reason 1 - Explanation
Reason 2 - Explanation
Conclusion

Set Aim:

To practice creating good blueprints for an effective essay

Procedure:

1. Construct a model blueprint from homework. Call on students to develop each of major parts. (Make sure you elicit specific explanations of the reasons.)

2. Have class evaluate model against criteria for a good blueprint.

3. Ask: When you look at the blueprint, what can you visualize about the essay that is going to be written?

   Elicit: Four paragraphs, etc.

4. Practice: Teacher may use groups, or the class as a whole, depending upon the class size. Give students questions 1 and 2 below. Have them formulate blueprints for the two questions.

5. Evaluate the blueprints.

Summary:

Tomorrow, you are going to be given a competency-type test question on writing a persuasive essay. What are you going to do before you write?

Elicit: Make effective blueprints.

Assignment:

Using one of the blueprints you prepared in class, answer question 1 or 2.

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Question 1

You have applied for the position of counselor in a summer camp in upstate New York. The director of the camp has called your house to inform you that you are one of the five serious contenders for the job. In order to make his/her decision, the director is requiring each of the five contenders to express his/her thoughts about a real-life situation he or she might encounter at the camp. They are asking you to make a suggestion as to how you might handle a child who is homesick and who wants to return home after the very first night at the camp. It is on the quality of your suggestion that the director will award the job.

Write a 200-word composition to the director of the camp. In it, offer your suggestion on how you would handle this homesick child. Give two reasons which support your suggestion. Explain each reason fully.

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LESSONS 10 & 11

Test (2 days)

Test Directions to Teacher:

Students will be given two days in which to complete the test assignment.

Day 1

(A) Students will read and analyze the problem.
(B) Students will make a blueprint indicating their suggestions, reasons, and explanations.

Day 2

Using the blueprints they have prepared, students will write their composition.

(Note to teacher: Two examination questions, A and B, are attached. Select the one written at the level most appropriate for your class.)

LESSONS 10 & 11

TEST A

At the last meeting between the student government and the principal, the students stated that they should have more voice in deciding the courses taught at your school. The principal said that he/she would be willing to accept recommendations for new courses from serious students and would like to receive letters recommending such new courses. You have thought seriously about new gym courses, sex education, special writing classes, advanced art courses, as well as many others.

Write a letter of at least 200 words to your principal suggesting the one specific course you would like to see added. You must provide two good reasons to support your suggestion and must supply an adequate explanation for each reason.

LESSONS 10 & 11

TEST B

Your guidance counselor and teachers are encouraging you to develop a talent or skill so that you might better be prepared for your future. They have encouraged you to look into the fields of art, music, dance, auto mechanics, driving, physical fitness, and other fields in which you have a definite interest.

When you approach your parents with this idea, they are not sure that lessons to develop a talent or skill are worth the cost.

In a composition of 200 words, convince your parents that their money will be well spent on your lessons. Give two reasons why your lessons are a good idea and explain each reason fully.

PERSUASIVE ESSAY BASED UPON LITERATURE

UNIT IV

Persuasion
Sample Literature Questions

1. Macbeth -
   William Shakespeare
2. Of Human Bondage -
   Somerset Maugham
3. A Doll's House -
   Henrik Ibsen
4. "An Elementary School Classroom in a Slum" - Stephen Spender
5. Spoon River Anthology -
   Edgar Lee Masters
6. Animal Farm -
   George Orwell
7. Of Mice and Men -
   John Steinbeck
8. Cry the Beloved Country -
   Alan Paton
9. Lysistrata -
   Aristophanes
10. Othello -
    William Shakespeare
11. "Patterns" -
    Amy Lowell
12. The Grapes of Wrath -
    John Steinbeck
13. The Fixer -
    Bernard Malamud
14. Siddhartha -
    Hermann Hesse
15. Catch-22 -
    Joseph Heller
16. Tea and Sympathy -
    Robert Anderson
17. The Pearl -
    John Steinbeck
18. Romeo and Juliet -
    William Shakespeare
19. Flowers for Algernon -
    Daniel Keyes
20. "The Road Not Taken" -
    Robert Frost
21. Mama's Bank Account -
    Kathryn Forbes

Using the Competency-Type Persuasive Essay in the Teaching of Literature

Notes to the Teacher:

The teaching of literature offers many opportunities for the teacher to incorporate the teaching of the persuasive essay. Advantages are the following:

1. Students have a common body of facts to develop.
2. Students can identify more strongly with characters whose viewpoints they have to express.
3. Students can be led to project the future consequences of characters' actions.
4. Students can be led to judge the "relevance" of a literary theme.

The following are some suggested activities in writing persuasive essays based on literature studied in our high schools.

Macbeth-William Shakespeare (Macbeth-Act I)

A Imagine you are Lady Macbeth on the night King Duncan has arrived at your castle. You are writing a letter to your husband to reinforce your discussion from the previous day.

In your letter, give two reasons why your husband should not falter in carrying out the plan to kill the king.

Explain each reason fully. Your reasons and explanations should reveal your understanding of your husband's character and of yourself.

B Imagine you are Macbeth on the night King Duncan has arrived at your castle. Now that it is night you are having second thoughts about the discussion you had with Lady Macbeth earlier in the day. You are writing a letter to your wife, Lady Macbeth, indicating that you wish to change your mind about the decision that you made earlier in the day.

In your letter give two reasons why you have decided not to kill King Duncan. Explain each reason fully.

Your reasons and your explanations should show your understanding of your wife's character and your own.

Notes to the Teacher:

Few students will have difficulty in stating two reasons to support the argument. However, students may have difficulty developing full explanations of those reasons. In developing their reasons they should be encouraged to imagine the previous relationship of this unusual couple.

This is especially valuable in teaching students the importance of the audience to whom a persuasive essay is addressed.

Of Human Bondage-Somerset Maugham

You are Philip Carey's good friend, a fellow medical student. You have witnessed the growth of his attraction to Mildred Rogers.

Write a letter to Philip offering one suggestion as to how he should handle his feelings for Mildred.

Give two reasons to support your suggestion. Explain each reason fully.

Your reason and your explanations should reveal the depth of your understanding of Philip's character and the nature of his predicament.

A Doll's House-Henrik Ibsen

You are a friend of Nora's and are aware that she has shut the door on her marriage to Torvald Helmer. However, some weeks later Nora has written to you expressing some misgivings about her action. She has asked for your advice concerning which path she should follow.

Write a letter to Nora offering her one suggestion as to which road her life should follow.

Support your suggestion with two reasons. Explain each reason fully. Show your understanding of the play's theme and characters in your reasons and explanations.

Notes to the Teacher:

Students may object and feel that for Nora to have misgivings is out of character. However, this objection can easily be countered by projecting some of the difficulties she would have encountered in the weeks following the slamming of the door. Essentially the question asks students to judge whether Nora is too intractable, whether experiences can change people like Torvald Helmer, and how, once a course is chosen, a person can persevere in pursuing it.

An Elementary School Classroom in a Slum-Stephen Spender

In this poem, the poet, Stephen Spender, portrays the inadequacy of our conventional education for children whose "time and space are foggy slum."

Write a letter to the New York State Commissioner of Education offering one suggestion to improve the education of these children.

Give two reasons to support your suggestion. Explain each reason fully.

Spoon River Anthology-Edgar Lee Masters

Imagine that you are one of the characters in Spoon River Anthology. Looking down on earth you see somebody, who, you feel, is making an unwise decision about what to do with his or her life.

Write a letter to this person offering one suggestion as to how he or she should change.

Support your suggestion with two reasons that will help persuade him or her to follow your suggestion. Explain each reason fully.

Your letter should clearly indicate what unwise decision has been made by the person to whom you are writing.

Animal Farm-George Orwell

The film, Animal Farm, ends happily as opposed to the bitter ending of George Orwell's book. Some people have protested against the movie-maker's changing the book in this way.

Write a letter to the producer of the film in which you either approve or disapprove of the changes that have been made in the ending of the story. Try to persuade the producer to either keep the ending of the film as it is, or to change it.

Support your point of view with two reasons. Explain each reason fully, citing specific incidents in the novel to support your explanation.

Notes to the Teacher:

This assignment is an excellent vehicle for having students demonstrate their understanding of the relationship of plot to theme.

This assignment may be adapted to other books or plays by having students suggest alternate endings and then defend these or the original endings.

Of Mice and Men-John Steinbeck

Let us pretend that Lennie is captured rather than killed at the end of this novel. Since George knows Lennie better than any other person, he has gone before the county sheriff and a group of citizens representing a jury to persuade them as to the best course of action in dealing with Lennie.

Write a composition of 200 words in which you play the role of George. In it, give two reasons why Lennie's life should or should not be saved. Explain each reason fully.

Cry the Beloved Country-Alan Paton

As the minister of the village of Ndotsheni, Stephen Kumalo acts as counselor to the young men and women of the village. He has been asked to give the commencement address to the small group of students who have finished their high school studies and who now look forward to their futures. He is sensitive enough to know that, as young people, their desires and goals for their lives might be directed outward into the world beyond Ndotsheni, while their roots and family ties are very much that of their native village.

Reverend Kumalo knows that these young people will weigh his words very carefully before taking any steps to change the present circumstances of their lives.

In a composition of 200 words, write the speech that Reverend Kumalo might deliver on graduation day. In his speech, write one suggestion he would make to the class as to how to direct their lives and the two reasons he would use to support his suggestion. Explain each reason fully.

Lysistrata-Aristophanes

As the play opens, Lysistrata is gathering together women from both Athens and Sparta, rivals in the Peloponnesian War. Her purpose is to persuade these women that they must take the responsibility of hastening the end of the war as the men have been ineffective in doing so this far. To do this, she offers them the suggestion that all women of both Athens and Sparta deny their husbands their sexual favors. She then offers reasons and explanations as to why this would be an effective method. Through Lysistrata's effective persuasion, she and the women accomplish their desired goal and bring about peace.

Write a well-written composition of two hundred words. In it, offer one suggestion as to how peace between warring nations may be achieved in our modern world. Give two reasons as to why your suggestion is a good one. Explain each reason fully.

Othello - William Shakespeare

Iago has most effectively persuaded Othello that Desdemona has been unfaithful to him and for this reason she must die.

Pretend you are the fair Desdemona. Write a letter in which you must just as effectively persuade Othello that Iago is wrong in everything he has said. State your two reasons very clearly and explain each reason fully. Your composition should be two hundred words in length.

"Patterns"-Amy Lowell

The poem "Patterns" suggests that our life is filled with patterns that can "scarcely be controlled."* These larger patterns might be the war in which the main character's fiance loses his life or the society and time into which she herself is born and bound.

However, there are smaller patterns in our everyday lives over which we might have greater control. One of these might be an unhappy or destructive pattern of behavior.

Your friend seems to be trapped in one such unhappy pattern of behavior. Write your friend a letter, and in it make one suggestion as to how he or she might break the pattern of behavior. Offer two reasons as to why your suggestion is a good one. Explain each reason fully.

*"Patterns" - a song by Simon and Garfunkel

The Grapes of Wrath-John Steinbeck

As the book opens, the Joad family faces a dilemma. They must decide whether to remain in Oklahoma and hope for some kind of help or travel to California, the "land of milk and honey."

In a composition of at least two hundred words, suggest to the Joad family what they should do. Provide two reasons for your suggestion and an explanation for each reason.

Tom Joad leaves the family as a disciple of Preacher Casy, determined to spread the gospel of love, unity and organizing. Assume that you are Tom Joad two months later. You are writing a two-hundred word speech to persuade migrant workers, "Oakies," to organize a union. You know that they are hungry and scared, but you also know that you are one of them. Offer one suggestion that will persuade them to join a union. Provide two reasons for your position and an explanation for each reason. Be sure that, in writing this speech, you demonstrate your understanding of the book.

Now that we have seen the hardships that have befallen the Joads, and now that we know that many of the people who remained in Oklahoma were helped by the government (although they suffered greatly, too), pretend that you are one of the Joads.

Write a letter of at least two hundred words to a family in Oklahoma now facing your initial predicament. Suggest what this family should do, and present them with two reasons for your suggestion. Give an explanation for each reason.

The Fixer - Bernard Malamud

At one point during his long imprisonment, Yakov Bok is thinking that, in the course of one of the six body searches conducted on him by prison officials each day, he will attack one of his guards. In effect, he knows he would be committing suicide since he would be shot almost instantly.

Assume that you are the only one in the prison allowed to communicate with Yakov, but that you must do so only through letters. You know what Yakov is contemplating. In a letter of about 200 words, offer Yakov a suggestion in this matter. You know that following your advice will either lead to his death or save his life; you must provide him with two convincing reasons and an explanation of each reason.

Since Yakov's fate rests on how convincing your letter will be, write as effectively as you can. Revise and edit your letter so that there is no lack of clarity which might cause misinterpretation.

Siddhartha - Hermann Hesse

Near the end of the book, Siddhartha is greatly distressed because his son does not want to live with him. His attempts to force his son to adjust to his (Siddhartha's) way of life prove futile.

In a composition of at least 200 words, offer one suggestion Siddhartha might follow in dealing with his problem. Provide two convincing reasons why Siddhartha should adopt your suggestion. Give an explanation for each reason.

Catch 22 - Joseph Heller

At the end of Catch-22, Yossarian is deserting the army and fleeing to Sweden and safety. Assume that Yossarian, a decorated flier, has been captured and is being court-martialed. You must choose to be either the prosecuting attorney, determined to prove that Yossarian is a traitor and deserter, or the defense attorney, determined to show that in many ways Yossarian is a hero and a voice for sanity.

In a composition of at least 200 words, write an argument that you will present to the army's panel of judges. You must provide two reasons for your position, as well as an explanation for each reason.

Tea and Sympathy - Robert Anderson

In Tea and Sympathy, by Robert Anderson, Tom Lee is harassed by his his classmates because he is different. As a result, he considers leaving school, proving his manhood, and committing suicide.

In our own lives we see people who are harassed, picked on, because they are somehow different from those around them.

Choose a person, real or imaginary, who has been the victim of harassment. Write a letter of 200 words to this individual in which you make one suggestion that you hope will be followed which will help him **or her deal** with the problem of being "picked on." You must provide two reasons why your suggestion should be followed, and an explanation for each reason.

Be sure that, in your letter, you make clear the exact reason why the person is being harassed.

The Pearl - John Steinbeck

In The Pearl, Kino finds a black pearl of great price. Imagine that you are Kino's uncle. In a composition of 200 words, offer a suggestion as to what Kino should do with the pearl. Give two reasons to support your suggestion, and explain each reason fully.

Romeo and Juliet - William Shakespeare

In Romeo and Juliet, there is enmity between two families. This feud does not stop the young lovers from seeing each other and making marriage plans.

Imagine that you are the best friend of Romeo or Juliet. Write the body of a letter in which you advise him or her to either get married or stop seeing the other. Give two reasons to support your position. Fully explain each reason.

Flowers for Algernon - Daniel Keyes

In Flowers for Algernon, Dr. Strauss and Dr. Nemur decide to experiment with Charlie. As a result of this experimentation, a means of increasing Charlie's mental ability is discovered. After the operation, Charlie is functioning on an extremely high level of intelligence. All goes well until Charlie's condition enters the regression stage. Charlie reverts back to his former condition of mental retardation.

Do you think the decision of Dr. Strauss and Dr. Nemur, to allow Charlie to experience what it is like to function normally, was a good one? Write a letter to the doctors in which you take a pro or a con position. State two reasons that support your position. Explain each reason fully.

"The Road Not Taken" - Robert Frost

In "The Road Not Taken," the narrator came upon two roads that diverged in a wood. He explains in the poem that he chose the road that was "less traveled by." In other words, he did not follow the crowd but decided to take a chance and express himself in his own creative way.

Imagine that you have to make an important decision about how to run your life. You have the choice of doing what has been planned for you by your parents, or of thinking and acting independently.

A. Write a letter to your parents stating why you would like to take your own road "less traveled by." Give one suggestion to support your point of view. Give two reasons to support your suggestion. Describe each reason fully.

B. Pretend you are a parent. Write a letter back to your child stating why a conventional pathway is the better road to follow. Give one suggestion to support your point of view. Give two reasons to support your suggestion. Describe each reason fully.

Mama's Bank Account - Kathryn Forbes

In Mama's Bank Account, Mama portrays a loving mother who tries to help each member of her family in a different way. In one particular scene in the book, Mama promises to "fix" Dagmar's cat, Uncle Elizabeth. Instead of killing the dying cat, Mama gives it enough chloroform to get better. Dagmar believes that her mother can fix everything.

A. Write a letter to Mama convincing her either that she did the right thing by telling Dagmar the truth, or the wrong thing by not telling her the truth. Offer one suggestion to support your point of view. Give two reasons to support your suggestion. Explain each reason fully.

or

B. Have Papa write a letter to Mama, convincing her that she shouldn't tell Dagmar the truth about Uncle Elizabeth. Offer one suggestion for how Mama should handle this situation. Give two reasons to support your suggestion. Explain each reason fully.

or

C. Have Mama write a letter to Papa convincing him that it is wrong for Dagmar to believe that she can fix everything. Offer one suggestion to support your point of view. Give two reasons to support your suggestion. Explain each reason fully.